

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

EL CURRÍCULO INTEGRADO EN LAS SECCIONES BILINGÜES EN EDUCACIÓN SECUNDARIA

Martes 1, 8, 15 y 22 de febrero de 2022



Reflexión sesión anterior:

- ▶ No hay que sentirse agobiado ni comprometido a nada de manera inminente, simplemente cada centro tiene una realidad e incluso ésta no es la misma todos los años.
- ▶ En nuestro centro el programa bilingüe participa en lo que puede en esas “macroactividades de centro”, pero no es el protagonista ni mucho menos en muchas de ellas, simplemente intentamos estar presentes.
- ▶ Por pequeñas y modestas que sean nuestras actividades lo importante es:
 - Valorarlas en positivo
 - Mostrarlas y compartirlas porque siempre otros pueden aprender de ellas
 - Autoevaluarlas para mejorar

Importancia de los Proyectos Lingüísticos de Centro

- ▶ Son una manera de proyectar la importancia de las lenguas en general no solamente la que se utilice en la sección bilingüe
- ▶ Muestra cómo se puede trabajar de manera integrada entre departamentos.
- ▶ Al ser un proyecto de centro no se verá como “algo exclusivo del programa bilingüe”.
- ▶ Sienta las bases para la integración del currículo más allá del programa bilingüe.
- ▶ Convocatoria anual a través del CFPI de Idiomas de Valladolid.



SESIÓN 4: EJEMPLOS DE ACTIVIDADES DE CURRÍCULO INTEGRADO. RECURSOS, HERRAMIENTAS Y MATERIALES PARA LA INTEGRACIÓN DEL CURRÍCULO.

22 de febrero de 2022

LA IMPORTANCIA DE LOS RECURSOS PARA LA DINAMIZACIÓN DEL PROGRAMA BILINGÜE

- ▶ Los recursos educativos ayudan a dinamizar las clases.
- ▶ Es importante contar dentro de los programas bilingües con recursos que ayuden a integrar el currículo y que faciliten la asimilación de contenidos por parte del alumnado.
- ▶ Deben ser concretos, fáciles de poner en práctica y atractivos para el alumno a la vez que han de contribuir a crear unas rutinas de aprendizaje que faciliten la dinámica de la clase y la posibilidad de trabajar de manera integrada entre departamentos.
- ▶ Sería ideal que pudieran utilizarse en varias asignaturas diferentes quizá dándoles un enfoque distinto, así rentabilizamos el trabajo.



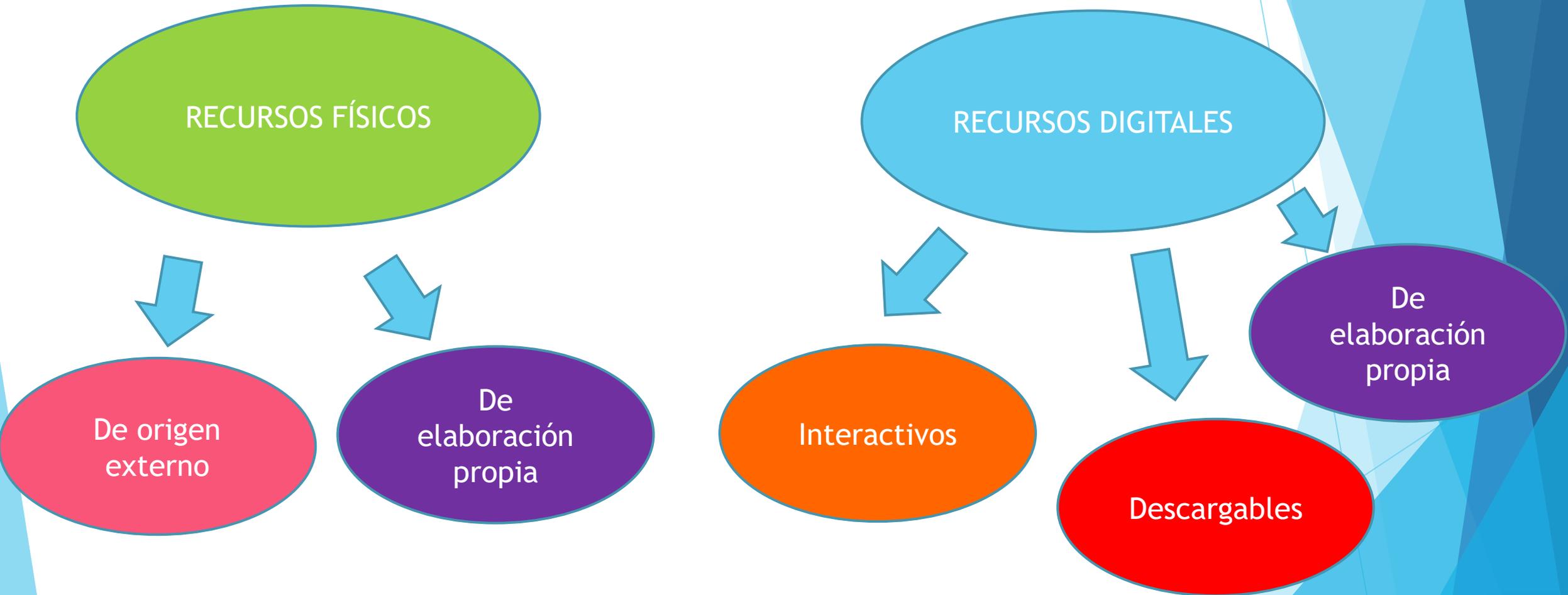
Dificultades

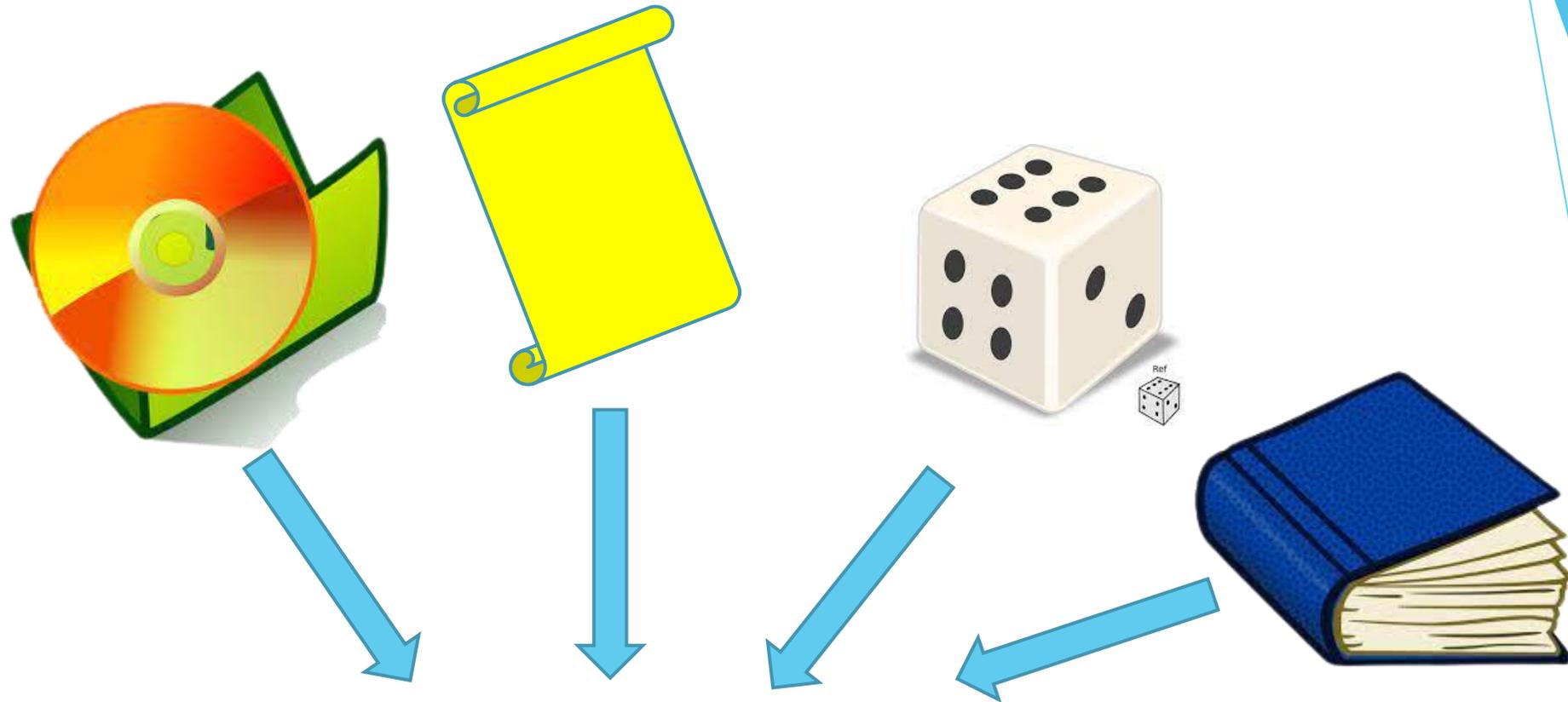
- ▶ Escasez de recursos adaptados al enfoque interdisciplinar.
- ▶ Requieren de mucho tiempo y esfuerzo para su preparación y/o búsqueda.
- ▶ A veces resulta difícil atender a esa visión integradora y nos centramos en áreas en concreto.
- ▶ La movilidad del profesorado dificulta la disposición a compartir recursos.
- ▶ La generosidad es importante a la hora de compartir, pues requiere mucho esfuerzo prepararlos.



Imagen obtenida de Pixabay

TIPOS DE RECURSOS

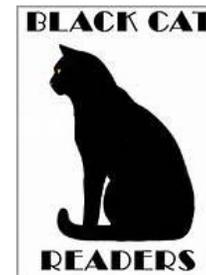




RECURSOS FÍSICOS EXTERNOS

Materiales ofrecidos por las editoriales

- ▶ Libros
- ▶ Material multimedia
- ▶ Material ofrecido en sus redes
- ▶ Juegos
- ▶ Otros

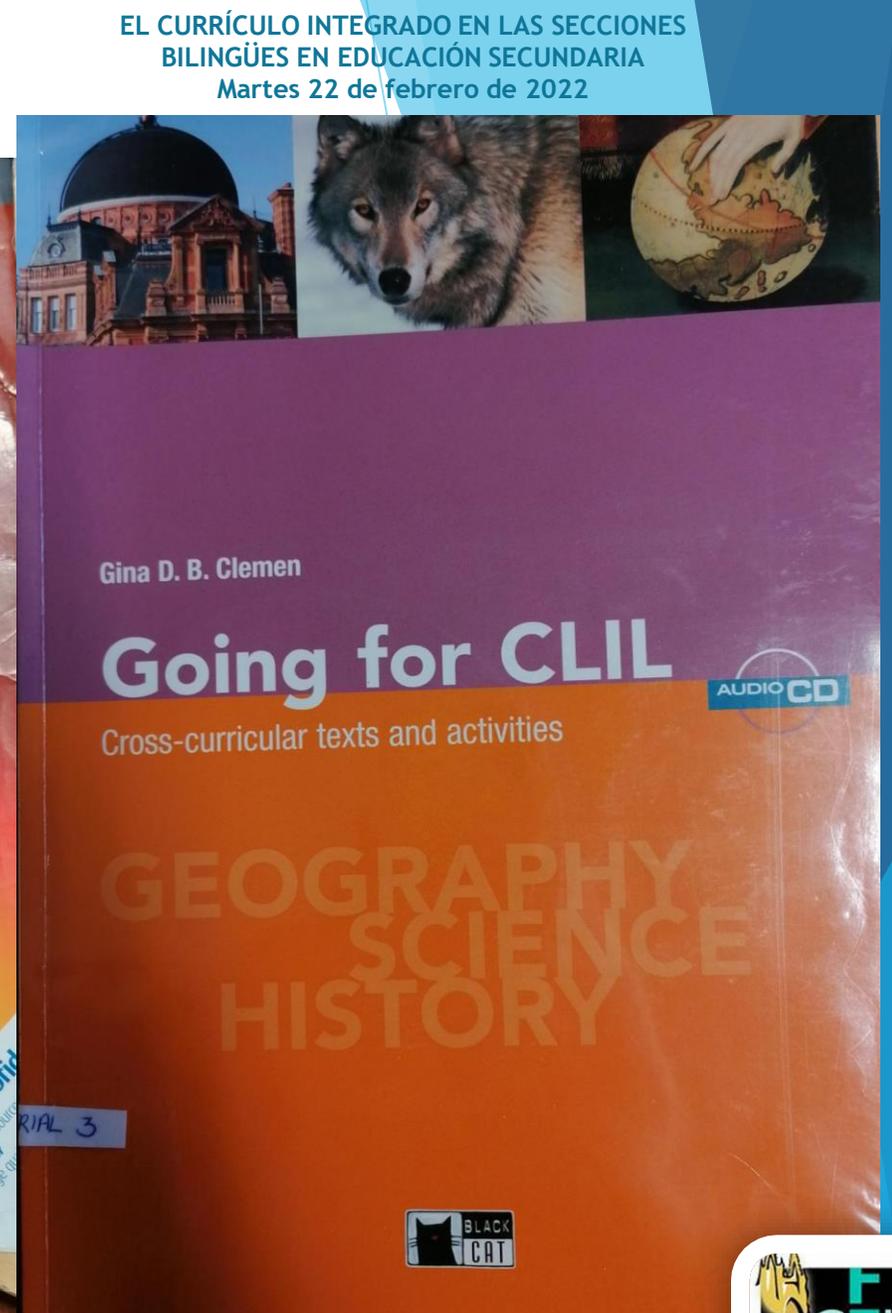
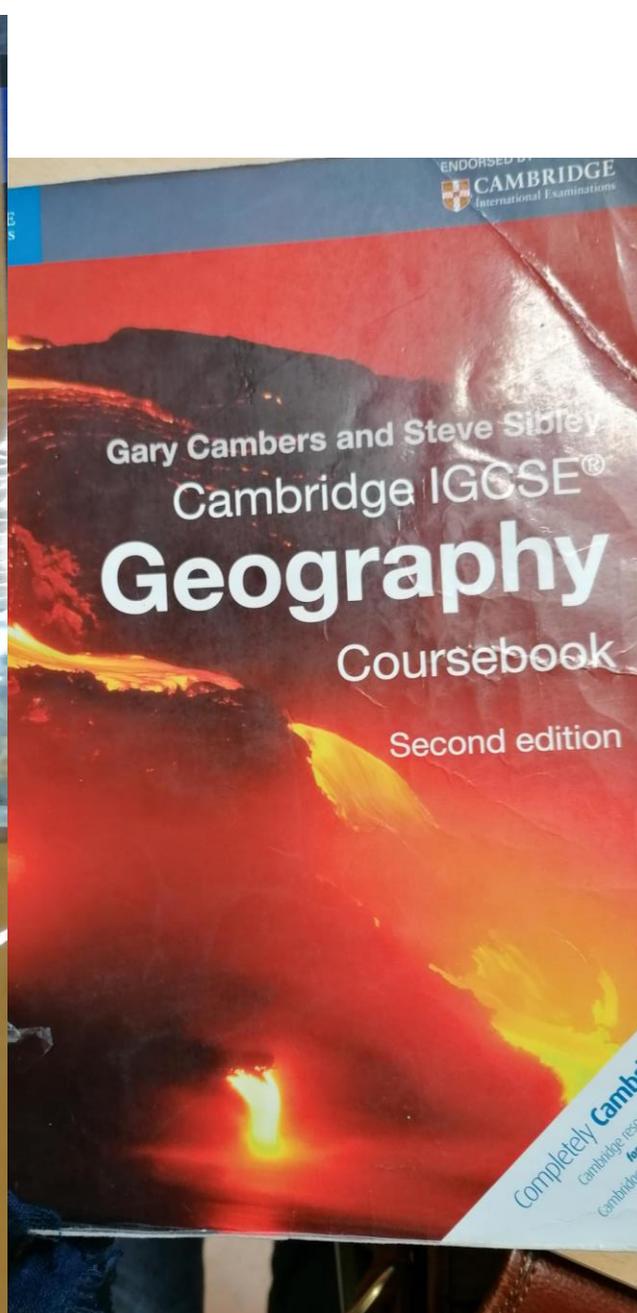


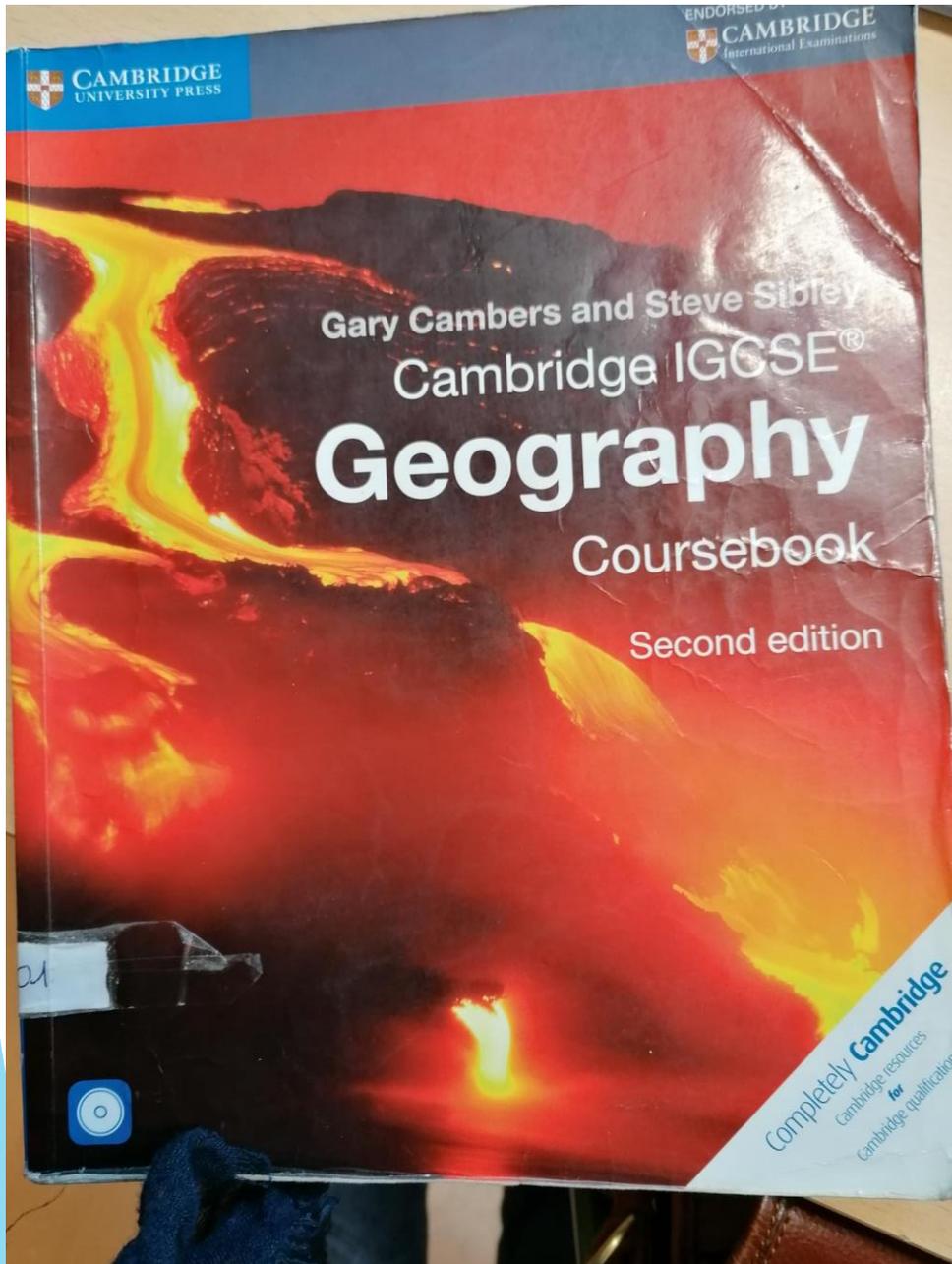
Utilizar libro de texto o no





Existen pocos libros de texto que propongan actividades interdisciplinares, por lo que en la mayoría de ocasiones hay que combinar varios y/o generar nuestros propios materiales. Afortunadamente también hay excepciones.

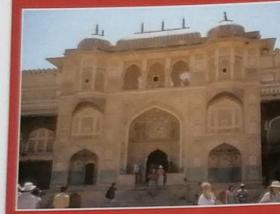




Cambridge IGCSE Geography
Geographical Enquiry
Investigating tourism

3 Investigating tourism

A The City Palace, Jaipur, India



Jaipur is the capital city of Rajasthan, a state in the northern part of India. It is located in a very dry and sandy area but attracts tourists who usually visit the Delhi-Agra-Jaipur triangle of cities. Known as the 'pink' city, Jaipur has many historical buildings. One is the City Palace.

B So what shall we investigate ... and how?

“Next month we are going to spend time at the City Palace in Jaipur. We will be carrying out a survey of visitors to the building. I want you to think about what hypothesis or question we could investigate using questionnaires. Also bear in mind that we cannot ask every visitor so we will have to take a sample. Think about the best way to do that too.”



International tourism to India

Many countries rely on income from tourism. This is especially true of LEDCs such as India. Almost 3 million visitors travel from overseas countries to India, of which more than 83 per cent travel by air, with the majority landing at Delhi. Western Europe provides over one-third of these visitors, with more travelling from the UK (16 per cent) than any other country. The most popular period is October to December whereas the least visitors arrive between April and June. Carrying out fieldwork investigations of visitor patterns is a popular coursework topic in many countries.

TASK 1: Study Source A and an atlas.

- Describe the location of Jaipur in relation to:
 - Delhi, Agra and other features on the map
 - the country you live in.
- In what ways does the local economy benefit from tourists? Refer to evidence from the photograph and your own ideas.

TASK 2

The teacher in an international school in Jaipur (Source B) decided to take a group of students to the City Palace to carry out a survey of tourists, using questionnaires. He obtained permission from the authorities to do this outside the main entrance for a period from 10 to 11 a.m. on one day in June.

- Do you think this was a good time and month to carry out this work?
- Suggest how the results might differ at other times of day or in other months.

TASK 3: Study Source C

- Why is sampling necessary in many geographical investigations?
- What is systematic sampling? How is it different from random sampling?
- In what situations might you use stratified sampling?
- Take a sample of six students from your class using systematic, random and stratified sampling methods. Comment on your findings.

TASK 4: Study Source D and note the hypothesis.

The teacher divided the class into six groups of four students and set each group a task of devising a questionnaire. The questionnaires were shown to each group to vote on the best one to use. Questionnaire 1 received least votes and Questionnaire 2 received most votes.

- List **three** differences between the two questionnaires.
- Discuss in a group why Questionnaire 2 was judged to be the best one to use.
- Following your discussion, write down **four** reasons why Questionnaire 2 would be more effective for this investigation than Questionnaire 1.

TASK 5

When devising questionnaires it is useful to carry out a pilot survey.

- Use a copy of Questionnaire 2 with friends or family to see if it could be improved. They will have to imagine they are visiting a tourist destination in your country.
- Check the 'Route to Geographical Enquiry' on page 240. Devise a plan for the investigation into visitor patterns at a tourist destination of your choice.

Random or systematic sampling?

Random sampling for questionnaires

There are several ways of using this method. It is best to use random number tables. Using the extract below (see shaded numbers) you could ask questions of the 61st, 2nd, 10th and 54th person you meet. It avoids bias and any subjectivity but does take time to set up.

Extract from a random numbers table

23	17	59	66	38	61	02	10	86	10	51	55
03	04	10	33	53	70	11	54	48	63	94	60
38	67	23	42	29	65	40	88	78	71	37	18

Systematic sampling for questionnaires

The people asked are chosen by a system that is evenly distributed, e.g. every 3rd person. This avoids bias such as only asking people who might appear to be cooperative or of a certain age group. It is easy and simple to use.

Stratified sampling for questionnaires

This can be used when the proportions of people in a sample are very different, e.g. in a class of students two-thirds may be girls and one-third boys. In this case you could use either systematic or random sample methods to choose four girls and two boys. This would reflect the gender balance.

Sampling and questionnaires

Sampling is a necessary part of many geographical investigations. There is never enough time, money, energy, equipment or students to ask questions of every visitor to a tourist attraction. The larger the sample the more reliable the data. Group work is one way of obtaining more results in a fixed time. But how do we sample the 'population' of tourists?

Which is better: Questionnaire 1 or Questionnaire 2?

The hypothesis: 'The characteristics of visitor patterns to the City Palace in Jaipur show that they are mostly from overseas rather than from India.'

VISITOR QUESTIONNAIRE 1

- Why have you come here?
- Have you been here before?
Yes No Can't remember
- How long do you intend to stay here?
< 4 hours > 4 hours
- Are you aware that by visiting this place you may cause damage?
- Where have you come from?
- How did you get here? Car Train Bus

VISITOR QUESTIONNAIRE 2

Good morning. I am carrying out a geography investigation for my IGCSE examination. Could I ask you a few questions please?

Time/date	Weather	Place
1	Have you ever visited this site before?	Yes No
2	How did you get to hear about this place?	Advert Television Friend Other
3	How far have you travelled to get here today?	< 5 km 5-20 km > 20 km
4	If you did not arrive by car, how did you travel to the site?	Bus Walk Bike Motorbike Train Other
5	Why are you attracted to this site?	
6	How long do you intend staying here?	< 2 hours 2-4 hours > 4 hours Longer
7	In which country or place are you a permanent resident?	

Gender: Male Female
Age estimate: < 20 20-35 36-50 51-65 > 65

Case Study

The tropical rainforest - Ecuador

'Republic of the Equator'

Ecuador is the second smallest country in the continent of South America. In the east is the tropical rainforest of the upper Amazon basin, known as the Oriente. This region contains one of the richest and most diverse rainforest ecosystems in the world. Puyo (population 25 000) is the capital of Pastaza, a province in the Oriente region. It experiences a very hot and wet equatorial climate and its tropical rainforest vegetation lies on the western edge of the Amazon basin. Despite the remoteness of this rainforest, it is under threat from logging, tourism and oil companies. Conserving the rainforest and the way of life of the tribes that live there has been one of the country's priorities, but there are also huge oil reserves - the income from drilling for oil would allow a great deal of development in this LEDC.

MEDEC = developed country
each country

developing country
poor country

B The climate of Puyo

Puyo (2°S 78°W), Ecuador, South America
Altitude: 950 metres

	J	F	M	A	M	J	J	A	S	O	N	D
Temperature (°C)	25	25	25	25	24	24	24	24	25	25	25	25
Rainfall (mm)	214	222	305	366	353	338	301	225	259	302	289	237
% Humidity	85	86	86	87	86	83	80	79	79	79	81	85

Average annual rainfall = 3411 millimetres
Temperatures are average (mean) for each month
Average daily temperature: Max: 30 °C Min 19 °C
Average relative humidity: 80%

TASK 1: Study Source A

- Use Source A to describe the location of:
 - Ecuador
 - the capital Quito
 - the region of Oriente
 - the town of Puyo.
- What evidence shows the Oriente region has a large diversity of plants and animals?
- Which plant adaptations are mentioned in the extract?
- Why is the rainforest and the way of life of the tribes who live in the Oriente region under threat?
- Describe the location of the Yasuni National Park.

A Ecuador and its rainforest

The Oriente is home to over 25 000 species of plants, 1600 bird species, 300 mammals and 160 species of amphibians and reptiles. Lianas (thick, dangling vines) hang from the canopy. Spread across the forest are the buttress roots of tropical hardwoods. Equally impressive are the forest's 'rain giant' leaves which are thick and waxy and have pointed tips, which help water run off during downpours. Home to poisonous snakes, toxic plants and flesh-eating fish plus other animals, the rainforest may not seem like the most inviting habitat. But for the tribes who have always lived there, the rainforest has everything needed for survival.

The Lonely Planet Guide to Ecuador & the Galapagos Islands



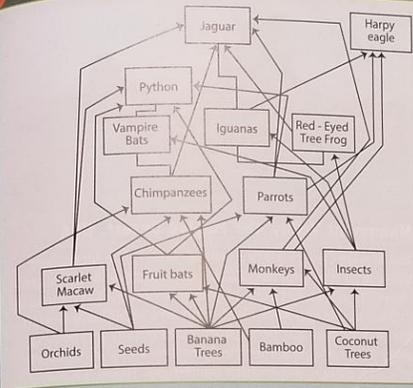
C Does Puyo tick the boxes?

Beginnings endings
Temperatures over 20 °C for most months of the year so photosynthesis can take place all year.
High rainfall in each month of the year result in the rapid recycling of nutrients.
Long hours of daylight and sunshine so there is water available for growth all year.
High temperatures and high rainfall so plant growth is not limited by low temperatures.

TASK 2: Study Sources B and C

- Draw a climate graph using the same scales as on the previous work on climate data and graphs (see page 113).
- Match the **Beginnings ...** and **...endings** in Source C.
- Explain why the climate of Puyo is better for rapid plant growth than the climate at Cambridge (see page 113).

D The rainforest food web in Ecuador



The food web shows a fraction of the main links between plants and animals in Ecuador. Missing from here is the Andean Condor - a huge bird of prey with a wingspan of 3.2 metres. It is a member of the vulture family and feeds mostly on carrion (dead carcasses) such as deer and cattle. It is the national emblem of many South American countries. It is somewhere on page 120; can you find it?

F Newspaper extract

WORLD FAILS TO SAVE AMAZON FROM OIL DRILLERS

Ecuador's parliament has voted to drill for oil in an Amazon nature reserve after failing to attract enough funds from other countries to leave the area untouched. President Correa said that he would not approve the exploitation of oil reserves under the Yasuni National Park unless rich countries contributed US\$ 3.6 billion to his poor country. The park is home to some of the most diverse fauna and flora in the world, as well as indigenous tribes. Only US\$13 million was raised so the state oil company, Petroamazonas, will now take charge of oil extraction. This has not gone down well with local people. 'We want them to respect our territory,' said Alicia Cauilla, who represents the Waorani people. 'Let us live how we want.' The President claims that the drilling will only affect a small part of the park and it would raise US\$22 billion to be used among the poor for welfare and education programmes. The problem is this, he said: 'Do we protect 100% of the Yasuni and stay poor, or do we save 99% of it and have US\$18 billion to defeat poverty?'

Adapted from *The Times*, 5 October 2013

E Conserving the rainforest - the Yasuni National Park



The Yasuni National Park is an international biosphere reserve, established in 1979. It covers an area of 1 million hectares in the north-east of Ecuador. It is home to the most diverse ecosystem of plants, animal and insect species in the world. The soils beneath the rainforest in the park are tropical red soils (see page 117). The park has been created to the east of the Waorani tribe's reserve where, due to the area's inaccessibility, hunter-gatherers have survived for centuries by living off the rainforest. Now the park and the reserve are both threatened by road-building, tourism and oil drilling.

TASK 3: Study Source D

- From Source D identify:
 - a producer
 - a primary consumer
 - a secondary consumer
 - a tertiary consumer.
- Draw **one** food chain that involves a producer and all three different types of consumer.
- At what trophic level are parrots?
- Imagine parrots became extinct. Write down **three** consequences at the trophic level(s):
 - below that of the parrot
 - above that of the parrot.

TASK 4: Study Source E

- Why is it such an important area for conservation?
- Why has the area managed to survive in its natural state for so long?
- The Waorani tribe are hunter-gatherers. What do you understand by that term?
- State **three** different activities that threaten the future of the rainforest and the Waorani tribe's way of life.

TASK 5: Study Source F

- What did President Correa propose as a way of saving the Yasuni National Park but also gaining some income for his country?
- The policy failed, so oil drilling will take place here. Comment on the question posed by President Correa at the end of the article.

British History

Seen Through Art



Gina D. B. Clemen
Laura Stagno

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British History

Seen Through Art



A stimulating cross-curricular approach to British history and art. Significant events in the history of Britain are described simply and clearly. Each chapter is lavishly illustrated with works of art which cast light on periods, events and characters. Perceptive commentaries describe the works of art, and place each in its cultural context. What do Stonehenge and the Great Pyramid of Giza in Egypt have in common?

Where does the language of the Celts survive today?
Why did the Romans build a wall across northern Britain?
Where can you find a castle in the shape of a rose?
How did a 'tea party' lead to a revolution?
When was the word 'teenager' invented?

The answers to these questions and many more can be found in this book, which both students and teachers will enjoy.

- Our dedicated website www.britishhistoryart.com supports this book and provides links to other websites on British history and art
- Listening activities provided both in the book and on our dedicated website

- Significant full-colour illustrations throughout
- Historical sections recorded in full and accompanied by listening activities
- PET-style exercises after each chapter, and PET-style exit test at end of book

B1 - Pre-intermediate

This volume without the side coupon is to be considered a free sample copy not for sale. (Sale or other distribution is forbidden: L. 633/1941, art. 17, c. 2). Exempt from V.A.T. (D.P.R. 26/10/1972, art. 2, lett. d).

ISBN 978-88-7754-618-0



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Book + CD

EXTR



The Tudors

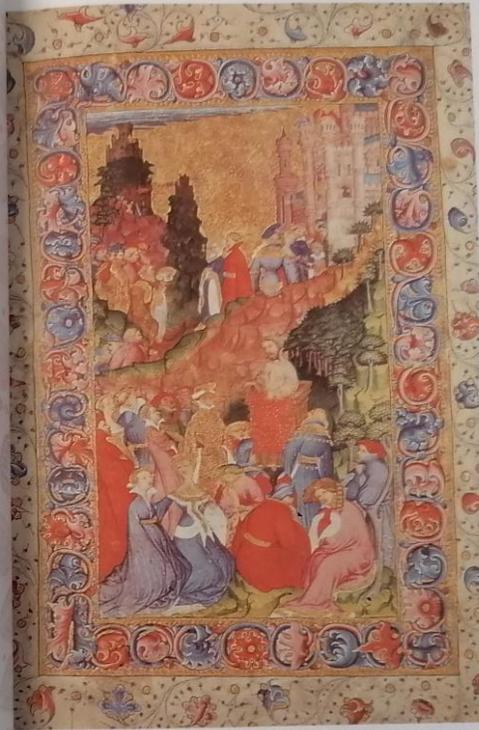
THE HUNDRED YEARS WAR

For more than a hundred years England was at war with France (1337-1453). This was called the Hundred Years War, during which five English kings fought against five French kings! The English kings wanted to get back their lands in France, but by 1453 England had lost all its lands in France except for Calais.



The Battle of Crécy from the Hundred Years War, 24th August 1346, showing the English and French Armies, Froissart's Chronicle (late 15th Century).

At the Battle of Crécy, one of the earliest battles of the Hundred Years War, the English, seen here on the right, defeated the French. The tiny figures of the soldiers are crowded together in a mass of bright colours, against a background of hills. The soldiers are painted in an elegant style. The taste for detail and delicate forms, also shown in the elegant Arabesque patterns surrounding the page, is typical of the Gothic style. This style was an international artistic 'language' which united the courts of Europe and accurately expressed the chivalrous ideals of the age.



The Hundred Years War was interrupted in 1348 by the Black Death. This plague,¹ which was carried by rats from Asia, killed thousands of people all over Europe including about one third of the English population. In 1398 Geoffrey Chaucer published *The Canterbury Tales*, the most important work of literature in English from the Middle Ages. It is an excellent account of fourteenth century life and customs in medieval England.

The Frontispiece of an early copy of Chaucer's *Troilus and Criseyde*.

Chaucer is shown here reading a manuscript to the court of Richard II. Note the audience's fashionable clothes, with their high collars, gold embroidery and vivid colours. The miniatures shown here and on the previous page were a valuable part of the most precious hand-copied texts. Each manuscript was a unique work of art.

The invention of printing in the mid fifteenth century led to the decline of this art form. Chaucer's *Canterbury Tales* was one of the first texts to be printed in England by William Caxton. Woodcuts,² copies of which could be reproduced mechanically, eventually began to replace miniatures.

THE WARS OF THE ROSES

A civil war began in England in 1455 between two rival families who both wanted the English throne. The war was called the Wars of the Roses because the emblem of both families was a rose – the house of Lancaster had a red rose and the house of York had a white one. When the war finally finished in 1485, Henry Tudor of the house of Lancaster won, becoming King Henry VII. The Tudors would rule England until 1603.



¹ **plague** : a contagious disease which kills many people.
² **Woodcuts** : Prints made from designs cut in blocks of wood.

HENRY VIII

In 1509 Henry VIII became King of England at the age of 17. He was a tall, robust, athletic young man who excelled at sports. He played several musical instruments, composed music, spoke English, Spanish, French and Latin, and loved reading books. He became a powerful leader and built up a strong army and navy. He chose the famous German artist Hans Holbein as Court Painter and Holbein painted splendid portraits of Henry VIII and his family.

Henry loved luxury and lavished a huge amount of money on splendid royal residences and palaces, such as Whitehall Palace and St James's Palace, home to the English court before Victoria moved it to Buckingham Palace in the nineteenth century.

Henry's greatest desire was to have a son who would be king after his death. Since his first wife, Catherine of Aragon, did not give him a male heir, he decided to divorce her. The Catholic Church did not permit divorce and this infuriated him. In 1534 Henry left the Catholic Church, founded the Church of England and became its leader.

Henry then divorced Catherine of Aragon and married Anne Boleyn, who gave him a daughter, Elizabeth, but not a son. Henry was very displeased and accused Anne Boleyn of treason¹ – she was soon beheaded. As Henry grew older he had severe health problems and became a cruel tyrant, executing all those who did not please him. He had four other wives, but when he died he had only one son, Edward.



Deal Castle, Kent.

Henry built castles to defend the south coast of England, among them Deal Castle in Kent. Its circular walls were particularly effective against artillery attacks. They are also similar in shape to the symbol of the Tudor rose.

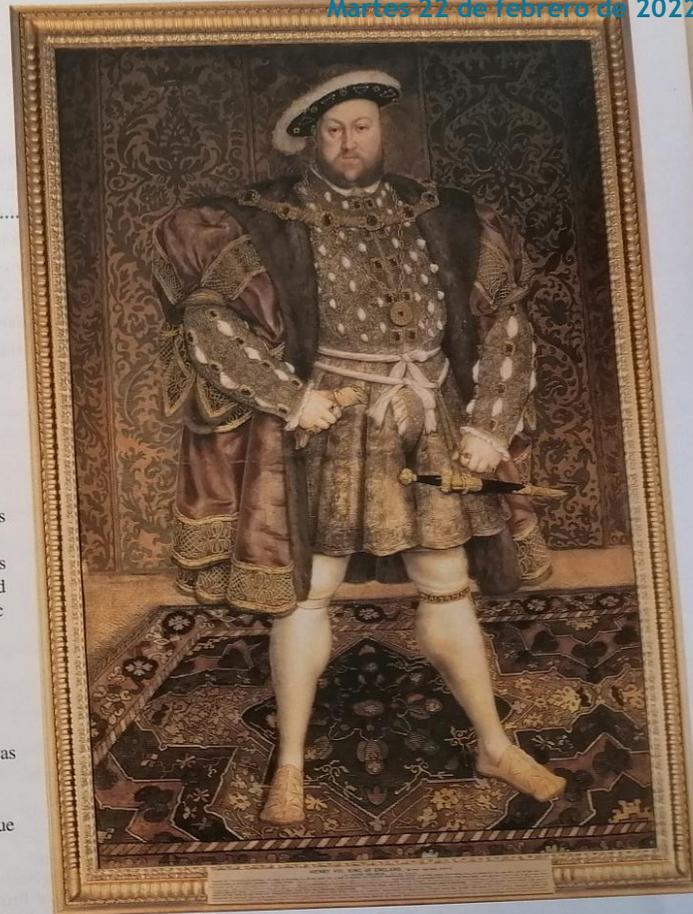
¹ treason : a crime against the king or country.

Portrait of Henry VIII
by Hans Holbein the Younger
(1497/8-1543).

Our clearest idea of Henry VIII's personality comes from the magnificent full-length portrait kept at Belvoir Castle. The German painter Holbein shows the king standing on an elegant rug with an elaborate tapestry in the background. The king is wearing lots of fabric: embroidered velvet, gold cloth, a fur cape, heavy jewellery and precious stones making his imposing figure even more monumental. This display of wealth is designed to show the king's economic power. To appreciate the message in full, remember that precious fabrics took a long time to produce and were extremely expensive: formal clothing might cost as much as a ship. Once gold embroidery and precious stones were added, the value of the clothes was incalculable.

However, the king also wanted to be seen as a chivalrous king. This is shown by the dagger and the ancient French motto of the Knights of the Garter, part of which can be seen below the king's left knee: *honi soit qui mal y pense* ('evil to him who evil thinks').

Henry's body is powerful, his legs are muscular, and his face dominates the painting. Athletic and handsome when he was young, Henry became an invalid in old age due to his increasing obesity. He could not walk and had to be carried in a special machine. Henry's pensive eyes and firm mouth suggest his influence on international politics as well as his cruel, troubled private life. The founder of the modern English state wanted to show all his power in this exceptional portrait. However, the portrait is so good that it also shows us other sides of his personality and reminds us of Machiavelli's description of the king as 'rich, ferocious and greedy for glory'.



Henry VIII: Facts and Figures

2 What can you remember about Henry VIII? Try to fill in as much of this fact-file from memory. Then go back to the text for the information you couldn't remember.

FACT-FILE

NAME: *Henry Tudor; Henry VIII of England*

NATIONALITY:

TOTAL NUMBER OF WIVES:

SON'S NAME:

DAUGHTERS' NAMES: *Mary (by Catherine of Aragon) and*

HEIGHT:

BODY BUILD:

HOBBIES:

LANGUAGES SPOKEN:

FINANCIAL SITUATION:

GREATEST DESIRE:

LIKES:

DISLIKES:

3 Now make a fact-file for a significant historical figure from the sixteenth century in your country. What similarities and differences can you see between him/her and Henry VIII?

Go back to the text



1 Decide if each statement is correct or incorrect. If it is correct, tick A; if it is incorrect, tick B.

- | | A | B |
|---|--------------------------|--------------------------|
| 1 England was at war with France for exactly one hundred years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Black Death killed about one third of the English population. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Manuscripts were precious hand-copied texts. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 <i>The Canterbury Tales</i> is an excellent account of life and customs in fourteenth-century France. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The house of Lancaster won the Wars of the Roses and Henry Tudor became King Henry VII. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Henry VIII was a very weak leader. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 In Holbein's painting Henry VIII displays his great wealth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Henry VIII is portrayed as a kind and peaceful monarch. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Henry VIII divorced Catherine of Aragon because she did not give him an heir, and married Anne Boleyn. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Deal Castle was built in the shape of a crown. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 The dissolution of the monasteries was ordered by King Henry VIII because he required the monasteries' wealth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Most English medieval works of art were lost due to the destruction of the monasteries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 Martin Luther was an English priest who began the Reformation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 The Reformation gave rise to the Protestant Church. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 All religious images were banned in the Protestant Church. | <input type="checkbox"/> | <input type="checkbox"/> |



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Gina D. B. Clemen

Going for CLIL

Cross-curricular texts and activities

AUDIO CD

GEOGRAPHY
SCIENCE
HISTORY

RIAL 3



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I. E. S. ADAJA DE AREVALO (ÁVILA)

EL CURRÍCULO INTEGRADO EN LAS SECCIONES
BILINGÜES EN EDUCACIÓN SECUNDARIA
Martes 22 de febrero de 2022

Going for CLIL

Cross-curricular texts and activities

GEOGRAPHY
SCIENCE
HISTORY

Going for CLIL offers a wide selection of cross-curricular texts and activities.

Divided into three graded sections between CEFR A1-A2 levels, each presenting a wide choice of texts taken from the academic subjects of **Geography**, **History** and **Science**. Topics have been selected according to the interests of students at this age, and to the syllabus of the academic subjects for the corresponding years.

- In *Going for CLIL* students have the opportunity to study topics which they are also studying in L1, and are therefore motivated by the greater knowledge of facts and events, and by the possibility of using their English outside of the language classroom, in other disciplinary contexts.
- All texts are accompanied by extensive comprehension work to aid understanding, as well as some other fun activities to explore the topic in more detail.

Features:

- 18 full-colour units, each dealing with one topic of the content subjects
- Clear and simple language
- Numerous **Internet projects** to guide the students to explore the topics further
- **Glossary section** to explain the meaning of difficult words
- **Audio CD** with the recording of the texts

A Teacher's Book is available online

ISBN 978-88-530-0947-0



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This volume without the side coupon is to be considered a free sample copy not for sale. (Sale or other distribution is forbidden: art. 17, c. 2, L. 633/1941). Excluded from V.A.T. (D.P.R. 26/10/72, n. 633, art. 2, 3° c., lett. d)

Gina D. B. Clemen
GOING FOR CLIL
ISBN 978-88-530-0947-0
BLACK CAT PUBLISHERS
CIDEBA



Burgos

UNIT 10 SCIENCE The Human Body: the Circulatory System

LEVEL A1-A2

The circulatory system

1 Blood and the heart make up the circulatory system. What do they do exactly? Before you read try to define them in your own words. Then read and listen to the text to find out more.

The circulatory system is the system which moves blood around the body. It also moves waste products away. It is made up of the blood vessels (arteries, veins and capillaries) and the heart.

Deoxygenated blood is blue and oxygenated blood is red.

Deoxygenated blood travels through the arteries from the heart to the lungs to get oxygen.

Newly oxygenated blood travels through the veins from the lungs back to the heart.

Poorly oxygenated blood then travels through the veins back to the heart, where the cycle begins again.

Blood
An average adult has about five litres of blood in his or her body. Blood takes oxygen and food to every cell of the body, and it carries waste products away from it. It does this through the arteries, veins and capillaries.

- The **arteries** carry blood away from the heart. Most arteries carry oxygenated blood — blood which has a high level of oxygen.
- The **veins** carry blood back to the heart. These carry mostly deoxygenated or low-oxygen blood.
- The **capillaries** are very small blood vessels that are close to the body's cells.

The heart
The heart is a muscle in the chest. It contracts to pump blood around the body. Each contraction is called a beat. Everyone's heart beats at different rates. How fast or slow your heart beats depends on your age and what you are doing.

Vocabulary

2 Unscramble the words and then match each one to a definition.

1 <input type="checkbox"/> PMPJU	A They take blood away from the heart.
2 <input type="checkbox"/> SUCCEML	B They take blood to the heart.
3 <input type="checkbox"/> ESLVSE	C We need this in the air to breathe.
4 <input type="checkbox"/> SAIETRRER	D A part of body tissue which produces movement.
5 <input type="checkbox"/> EVNSI	E A verb meaning to push something hard.
6 <input type="checkbox"/> ONGEYX	F A tube in which blood can flow.

46

UNIT 10 SCIENCE

What is blood?

3 What is blood exactly? Read and listen to the text to find out.

Blood is made up of four parts: plasma, red cells, white cells and platelets.

- Red cells take oxygen around your body.
- White cells are like soldiers, they fight bacteria and protect your body from getting ill.
- Platelets help stop the bleeding if you cut your finger.
- Plasma is a liquid substance which takes the red cells, white cells and platelets around the body. It contains water and nutrients which are essential for keeping the body healthy.

Blood groups
A blood group describes the type of blood a person has. It tells us if there are substances on the outside of the red blood cells that can cause an allergic reaction when mixed with other blood cells. These substances are called antigenic substances or antigens. There are four blood groups: A, B, AB and O.

	GROUP			
	A	B	AB	O
antigens	A	B	AB	none
can donate to	A / AB	B / AB	AB	all
can receive from	A / O	B / O	AB / O	O

If someone loses a lot of blood they need a **blood transfusion**. It is very important to know what type of blood the **donor** (the person who gives blood) and the **receiver** have. Otherwise there can be serious problems for the receiver.

Comprehension check

4 Match each description to the correct word.
(blood platelets red cells plasma white cells capillaries)

- These blood vessels are close to the body's cells.
- It is made up of four parts.
- It carries red cells, white cells, platelets and other substances around your body.
- They make the bleeding stop.
- They protect you from any infections.
- They carry oxygen around the body.

47



UNIT 7 SCIENCE

Understanding Matter

LEVEL A1

What is matter?

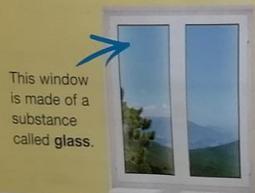
1 Look around you. How many things can you name? Make a list and keep it for later. Then read and listen to the text to see exactly what matter is?



- Matter is **EVERYTHING** around us! It has different shapes and sizes. We can see, feel, touch, taste or smell matter.
- Matter occupies space, such as a hot-air balloon, a building, a table, a pen, a sandwich or a car.
- It has a **mass**. The mass is the quantity of matter. You can calculate mass by measuring the **weight** or **volume**. Air is matter too. You cannot see it, touch it or taste it, but you can **feel** it on a windy day.

Inside matter: substances

Different kinds of matter are called **substances**. A window, a bottle and a chair are all matter, but they are made of different substances.



This window is made of a substance called **glass**.



This bottle is made of a substance called **plastic**.



This chair is made of a substance called **wood**.

UNIT 7 SCIENCE

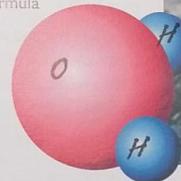
Inside substances: molecules and atoms

The smallest part of a substance is called a **molecule**.

A molecule is made of one or more atoms.

For example, in this molecule there is one oxygen atom and two hydrogen atoms. It makes the chemical formula H_2O .

This is **WATER**



Comprehension check

2 Are these sentences true (T) or false (F)? Correct the false ones.

- Most objects we can see are examples of matter.
- You can't taste or feel matter.
- Air which you can't see is also matter.
- There are one or more molecules in an atom.
- There are two hydrogen atoms and one oxygen atom in water.

T	F
<input type="checkbox"/>	<input type="checkbox"/>

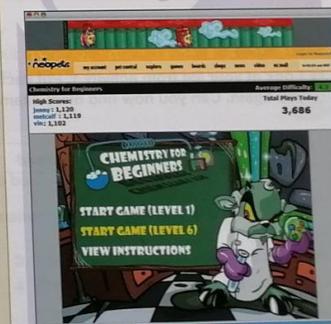
Word square

3 Look at the six things the person can see on page 34. They all show different types of matter. Find them in this word square.

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

>>> INTERNET PROJECT

Join the atoms to make lots of different molecules. See how many you can make with this fun game.



LEVEL A1 **UNIT 2 GEOGRAPHY**

Comprehension check
2 Answer these questions.

- 1 How much land in the world is covered by mountains?
- 2 What is the average height of a mountain in the world?
- 3 What is the name of the highest mountain in the world?
- 4 Where is it and how high is it?
- 5 What percentage of the world's population live in the mountains?
- 6 What is the weather usually like in the mountains?

Vocabulary – mountain landscapes
3 Mountain landscapes are often very different. Look at the pictures and choose the correct words for the geographical features. Write the name under each picture. Use the glossary to help you.

(glacier waterfall meadow lake peak mountain range)



1 2 3



4 5 6

Now match the landscapes to the definitions.

- A flat grass area where cows and sheep can eat.
- A very big area of ice covering a mountain.
- An area of fresh water often between mountains.
- A group of high mountains.
- Water that comes down from a high place.
- The top of a mountain.

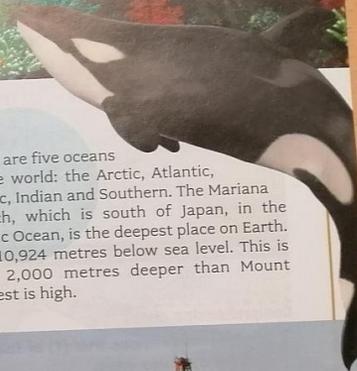
12

GEOGRAPHY

Seas

4 Read and listen to the text about seas. What kinds of wildlife can you find in the sea?

Seas are areas of salt water. Very large seas are called oceans. Seas cover about 70% of the Earth's surface. The seas are the home to all kinds of fish and animals, such as sharks, whales, dolphins and seals.

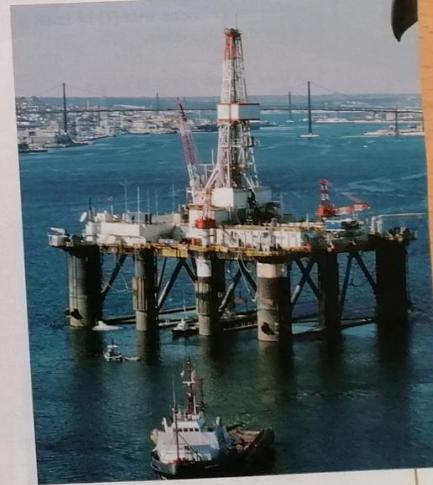
There are five oceans of the world: the Arctic, Atlantic, Pacific, Indian and Southern. The Mariana Trench, which is south of Japan, in the Pacific Ocean, is the deepest place on Earth. It is 10,924 metres below sea level. This is over 2,000 metres deeper than Mount Everest is high.

Seas are important for...

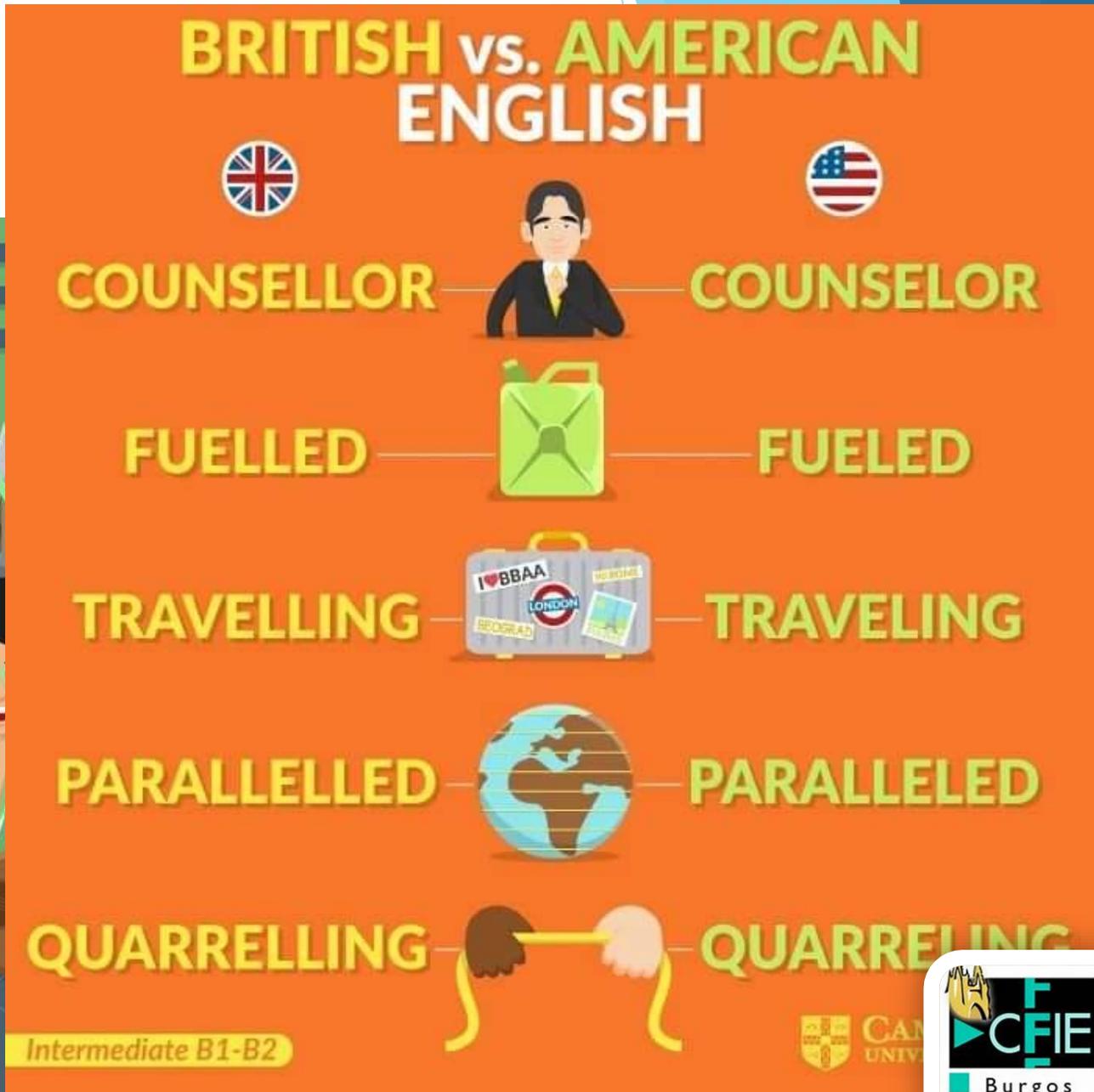
- fishing industries
- transportation of products and people around the world
- natural resources, like petroleum and natural gas

Comprehension check
5 Choose the correct answer – A, B or C.

- 1 How many oceans are there in the world?
A six B five C seven
- 2 Why is the Mariana Trench famous?
A Because it is very deep.
B Because a lot of tourists visit it.
C Because there are a lot of fish.
- 3 What natural resource can you find under the sea?
A petroleum
B metal
C electricity



13



**POSTERS
AND
CARDS**

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)



Advanced C1-C2



6 WINTER IDIOMS WHEN HELL FREEZES OVER

If you say that something will happen when hell freezes over, you mean that it will never happen



I'll go on a date with you when hell freezes over.

Next >

Advanced C1-C2



6 WINTER IDIOMS TO BE PURE AS THE DRIVEN SNOW

To be morally completely good



How dare he criticise me for having an affair? He's not exactly as pure as the driven snow himself.

Next >

Advanced C1-C2



6 WINTER IDIOMS PUT SOMETHING ON ICE

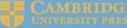
If a plan is on ice, a decision has been made to delay it for a period of time



Both projects are on ice until the question of funding is resolved.

Next >

Advanced C1-C2



6 WINTER IDIOMS TO BE SKATING ON THIN ICE

To be doing something that is dangerous or involves risks



He's skating on thin ice by lying to the police.

Next >

Advanced C1-C2



6 WINTER IDIOMS BREAK THE ICE

To make people who have not met before feel more relaxed with each other



Someone suggested that we play a party game to break the ice.

Next >

Advanced C1-C2



6 WINTER IDIOMS TO BE SNOWED UNDER

Having too much to do



I am totally snowed under at school.

Next >

Advanced C1-C2



BY ME

CHANGE YOUR CLASSROOM DYNAMICS

IN THE CLASSROOM
What if questions are asked at writing time? How can you use them to help students think about a topic more deeply? How can you use them to help students think about a topic more deeply?

IN THE CLASSROOM
Play the Post-up game to help students answer questions in your Biology class!

Problem game to think of a warning!
All problem you want to change people's behavior is how to change people's behavior in order to stop global warming.

IN THE CLASSROOM
Understanding History means that students must understand the major philosophical movements that underpinned some of the world's most important historical events.

IN THE CLASSROOM
History curricula require students to read and emphasize with people from the past. Use an Empathy Map to make this happen.

IN THE CLASSROOM
Use the Tell Me a Story game as the opening activity in History class.

IN THE CLASSROOM
The Teacher reminds students everything they have learned about a historical context and the major philosophical movement that influenced it.

IN THE CLASSROOM
The Cover Story game encourages students to apply what they have learned about History to future, unknowable developments.

IN THE CLASSROOM
Science-based subjects can contain complicated vocabulary for students to grasp. Working together to create visual representations can help students grasp lexical meaning.

IN THE CLASSROOM
Divide students into groups in which they each suggest the difficult vocabulary item they have come across during the class or unit.

IN THE CLASSROOM
Science-based subjects can contain complicated vocabulary for students to grasp. Working together to create visual representations can help students grasp lexical meaning.

Divide students into groups in which they each suggest the difficult vocabulary item they have come across during the class or unit;

Students then agree on the most difficult words;

Students try to agree on a spoken definition of each of these words then work together to create an image or diagram to express the words' meanings visually;

Finally, the teams share and explain their work as a presentation to the rest of the class.

Game invented by James Macanuff and used in meetings when common understanding is key in order to work together.

VISUAL GLOSSARY



WHAT IS IT?

The Visual Glossary game helps to clarify the meaning of terms that otherwise be tricky to understand.

GREAT FOR:

- Visualising vocabulary and its meaning;
- Fostering teamwork;
- Making sure everyone understands what they need to learn.

WILL HELP YOU TO:

- Encourage visual learning;
- Deal with different learning styles and competences in the classroom;
- Take away the focus from the teacher.

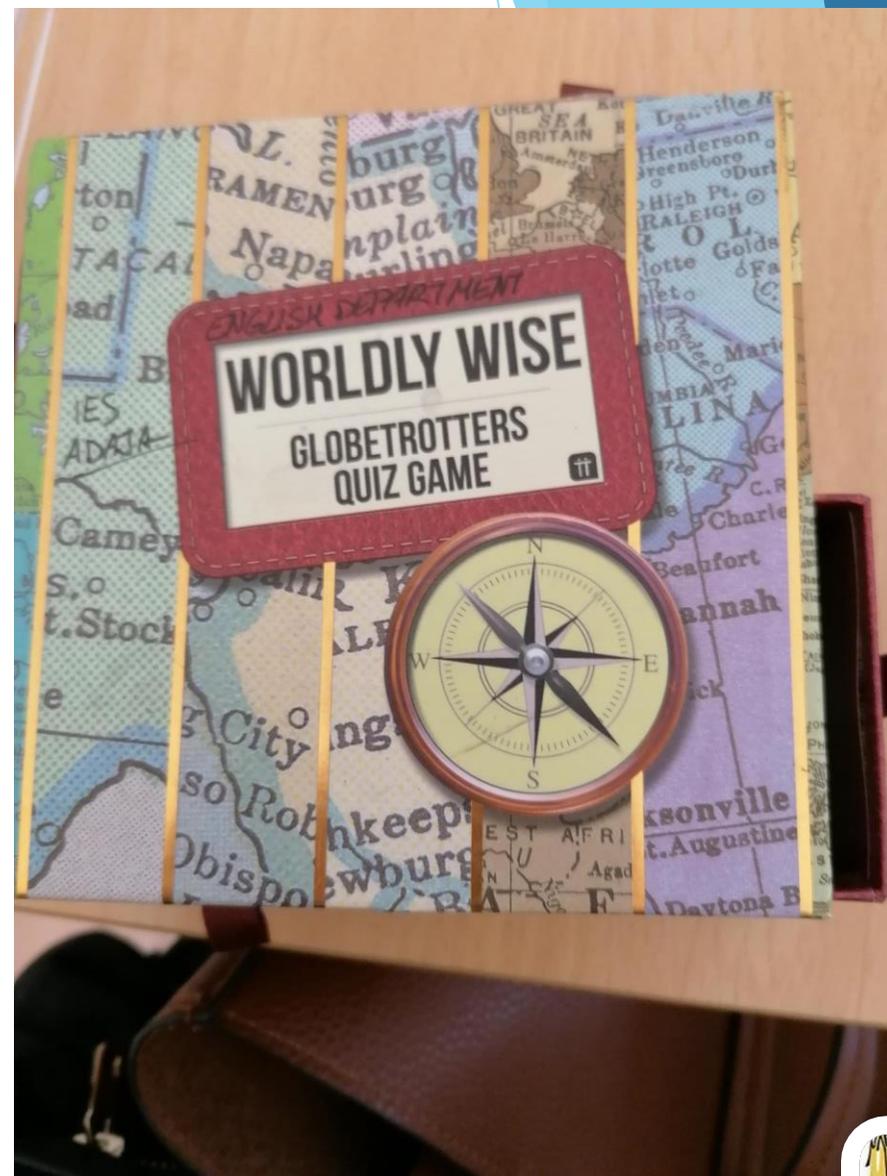
IN THE CLASSROOM

Use the Tell Me a Story game as the opening activity in History class.

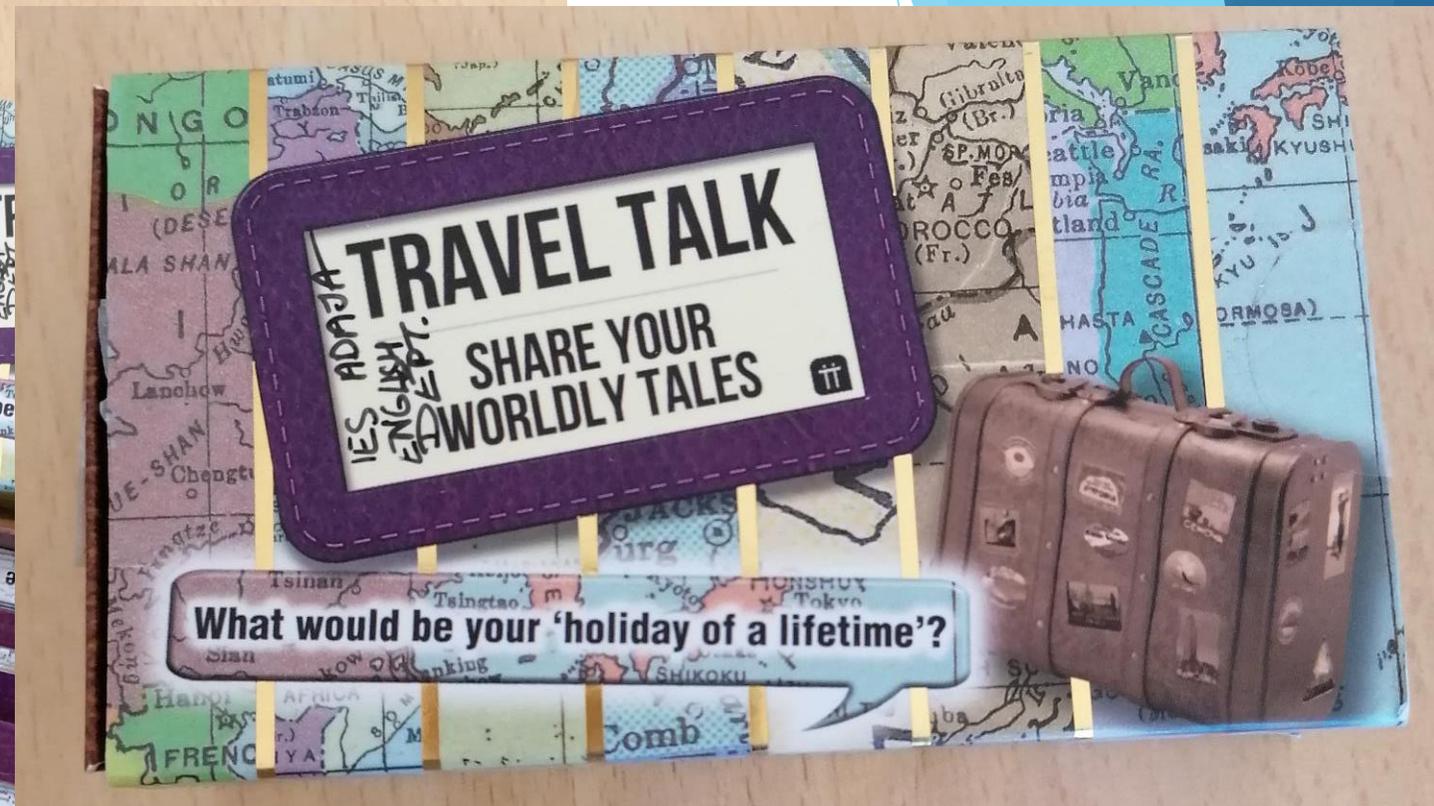
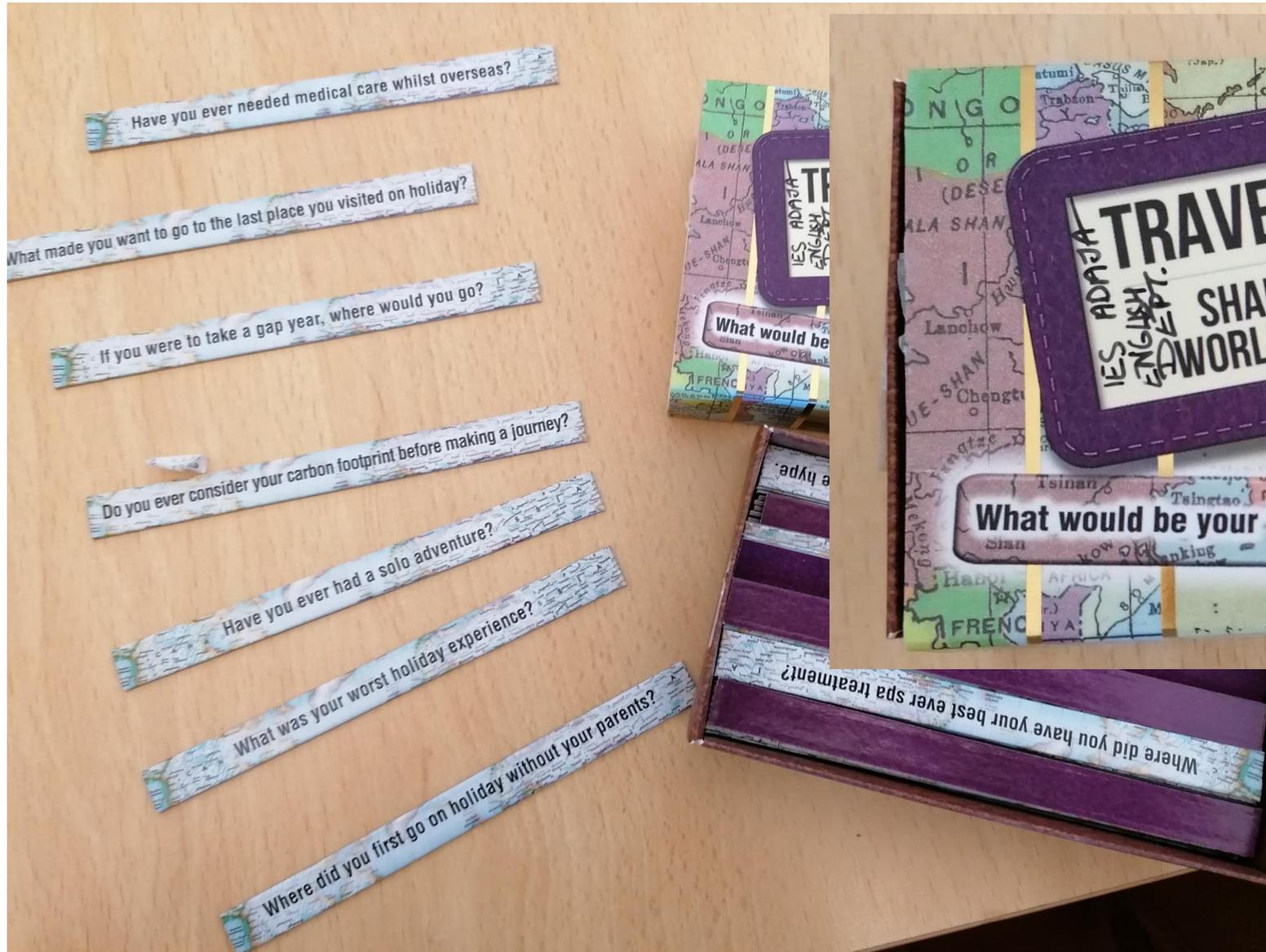
- Choose a relevant topic, such as the Second World War, write the topic on a post-it and put the post-it in the middle of a wall space or board;
- Students then use individual post-its to write a word or short idea related to the topic;
- Students then take turns to briefly explain their post-it before placing it on the board;
- This should be done one student after another, in order to form a snake-like line of connecting post-its;
- Students may take more post-its and add additional ideas to the snake if they have been inspired by a previous student's post-it;
- Once finished, you or the students can summarise the information on the board as a story, thereby reinforcing the idea that previous knowledge is the starting point for any learning.

Inspired by "Tell Me a Story: Narrative and Intelligence (Rethinking Theory)".

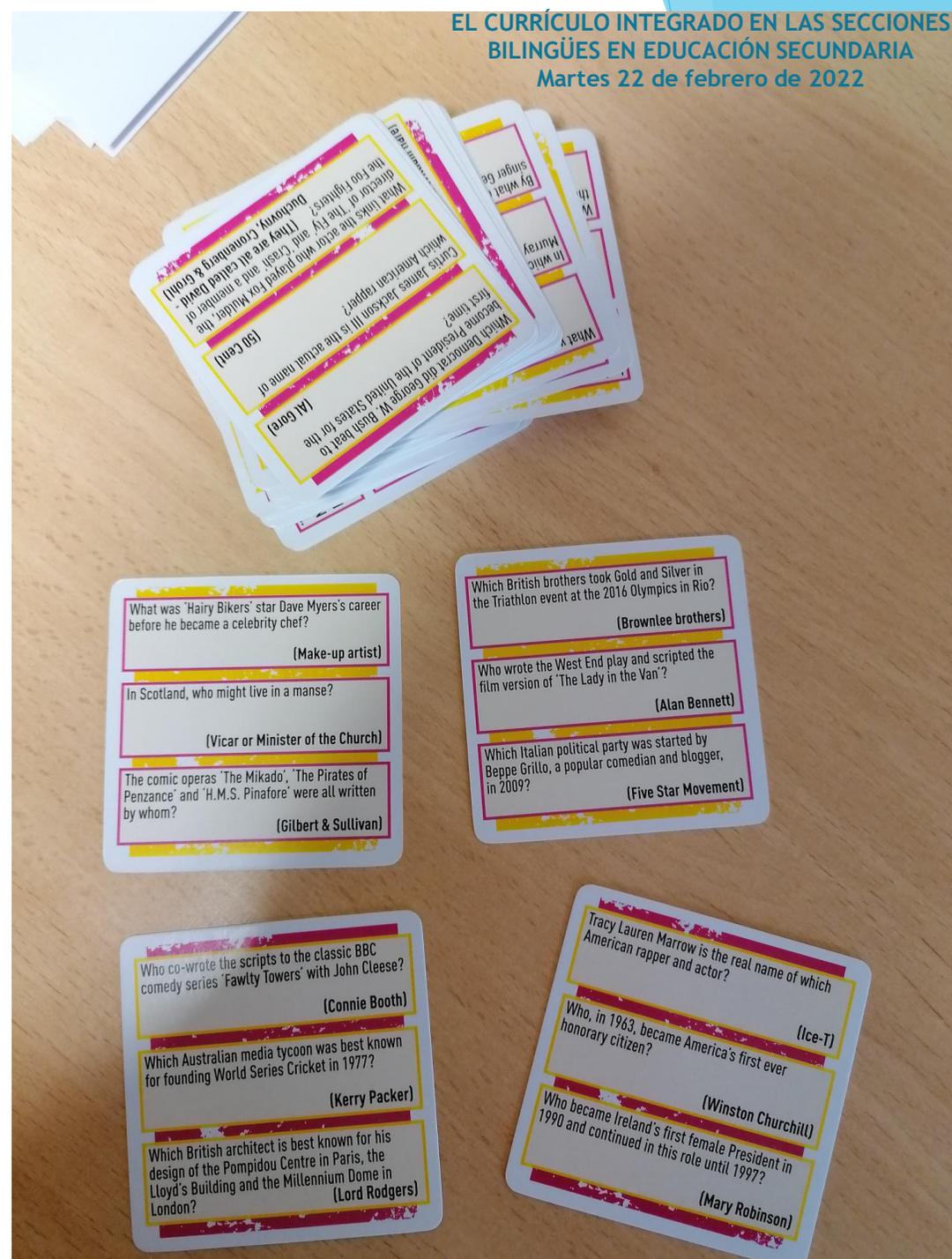
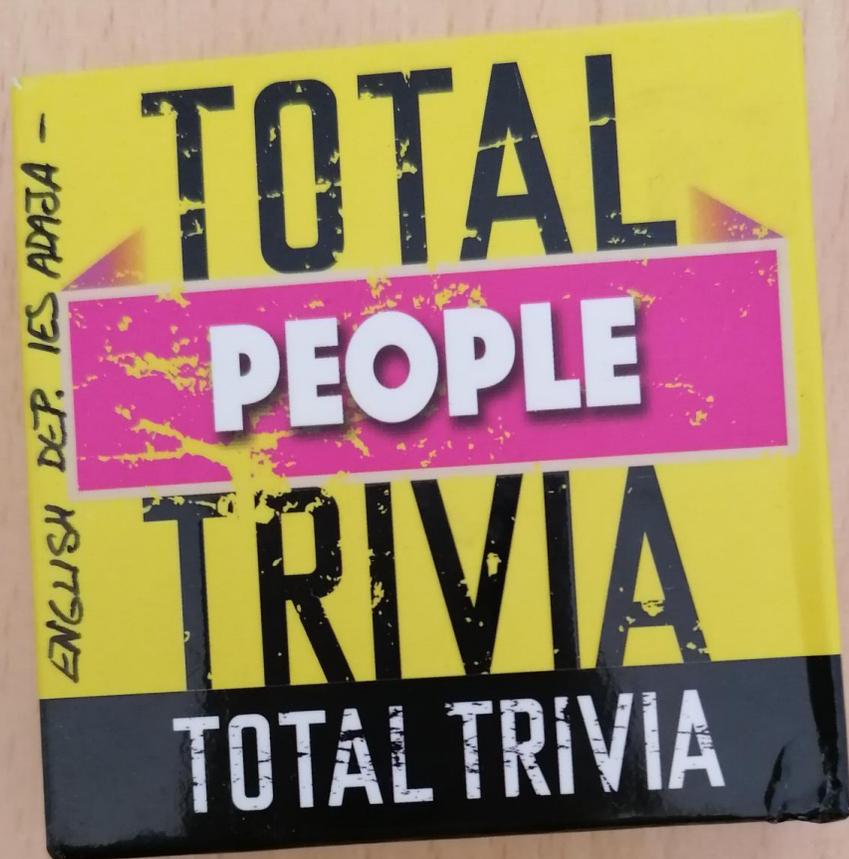
JUEGOS



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)









Q. True or false: the Great Wall of China can be seen from space with the naked eye?
A. False (this is a popular urban myth)

Q. How many emirates are there in the United Arab Emirates: 5, 7 or 9?
A. 7 (Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah and Umm al-Quwain)

Q. Where in Egypt can the three largest and best-preserved pyramids be found?
A. Giza

Q. Lourdes is a Catholic pilgrimage site in which country?
A. France

Q. Which American state has more active volcanoes than all other states combined: Hawaii, California or Alaska?
A. Alaska (over 130)

Q. Vaporetto are found mainly in Venice. What are they?
A. Water taxis or buses



Folletos de exposiciones, guías etc..



EL CURRÍCULO INTEGRADO EN LAS SECCIONES
BILINGÜES EN EDUCACIÓN SECUNDARIA
Martes 22 de febrero de 2022

museoPICASSO Málaga

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INFORMATION English

INFORMACIÓN Castellano

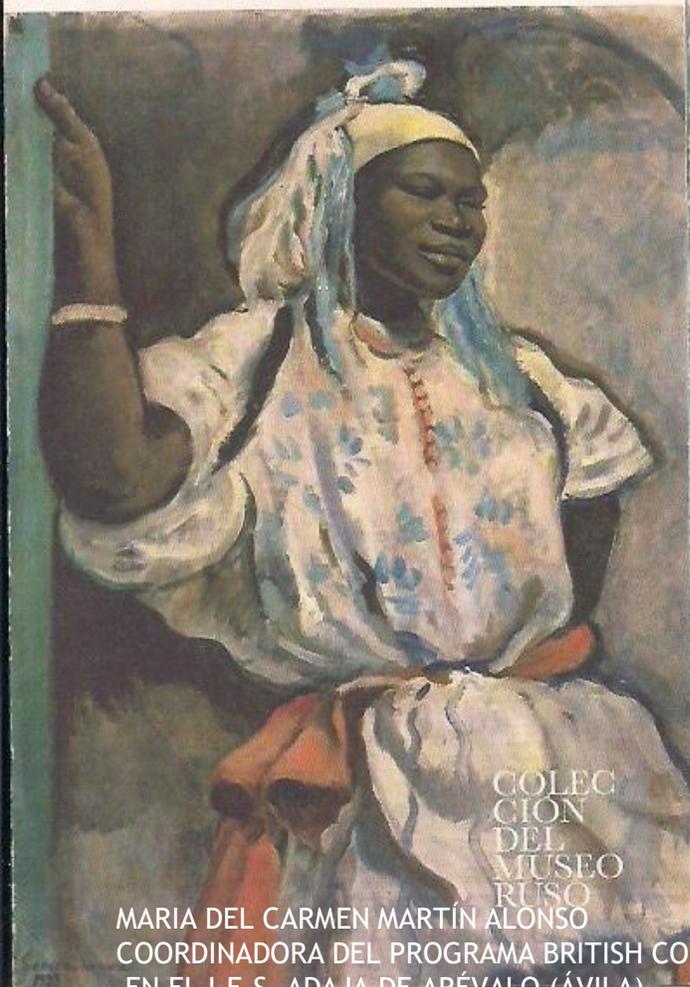
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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

ESPAÑOL

LA MIRADA VIAJERA

Artistas rusos alrededor del mundo

Febrero – Septiembre – 2018



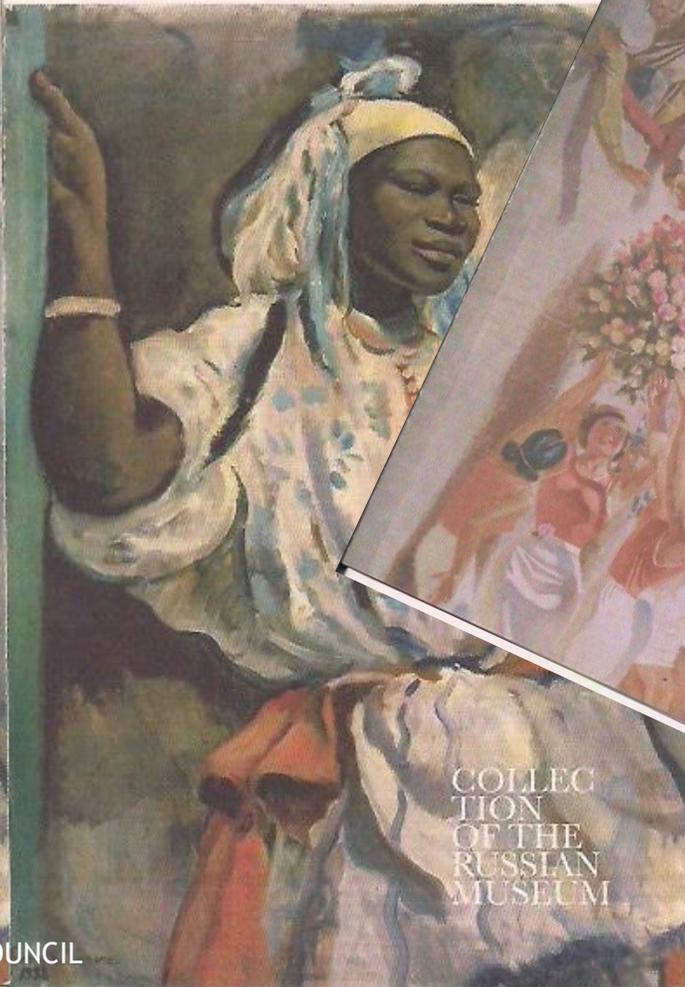
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ENGLISH

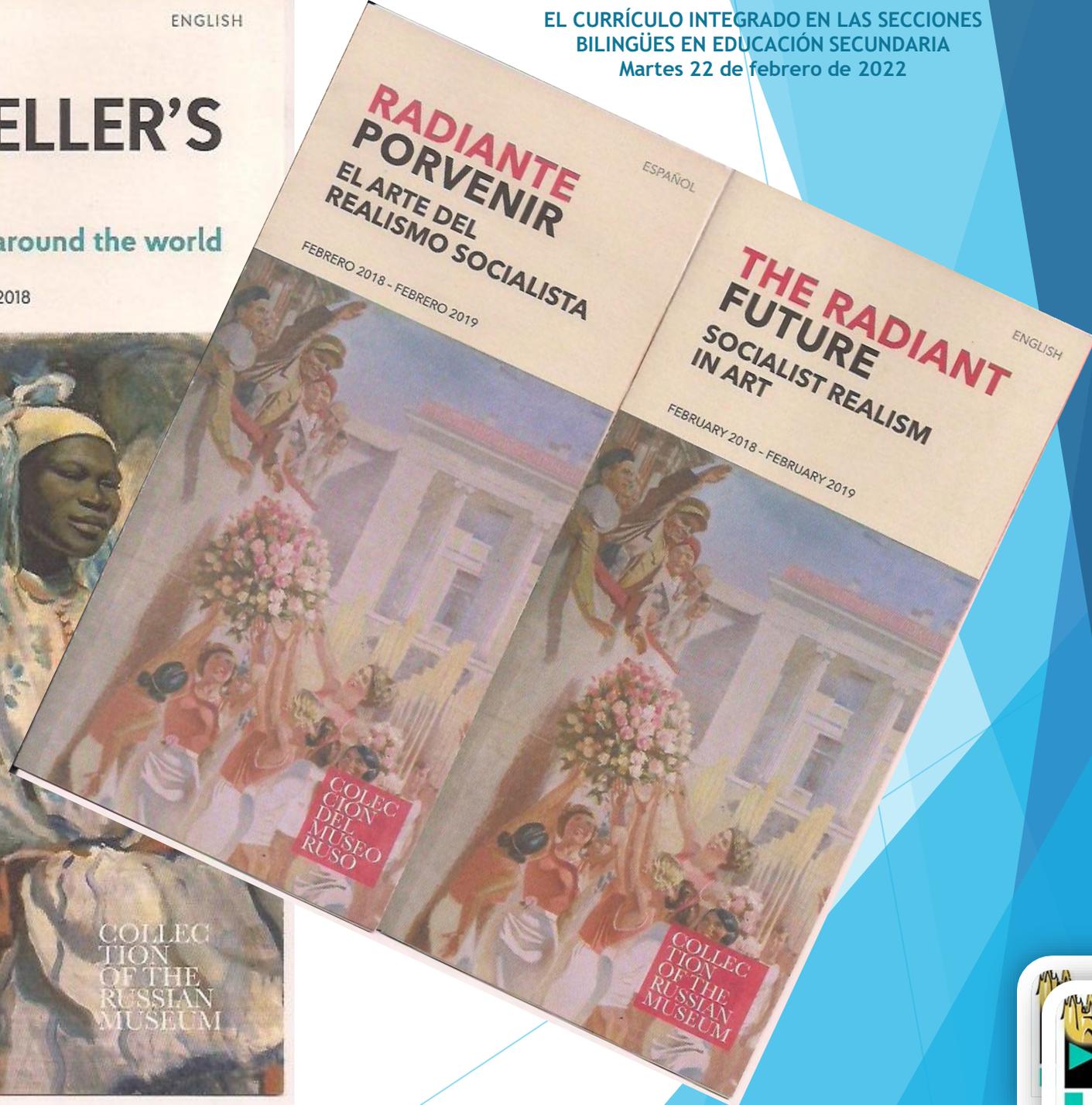
THE TRAVELLER'S GAZE

Russian artists around the world

February – September – 2018



EL CURRÍCULO INTEGRADO EN LAS SECCIONES BILINGÜES EN EDUCACIÓN SECUNDARIA
Martes 22 de febrero de 2022



Materiales que pueden aportar los alumnos

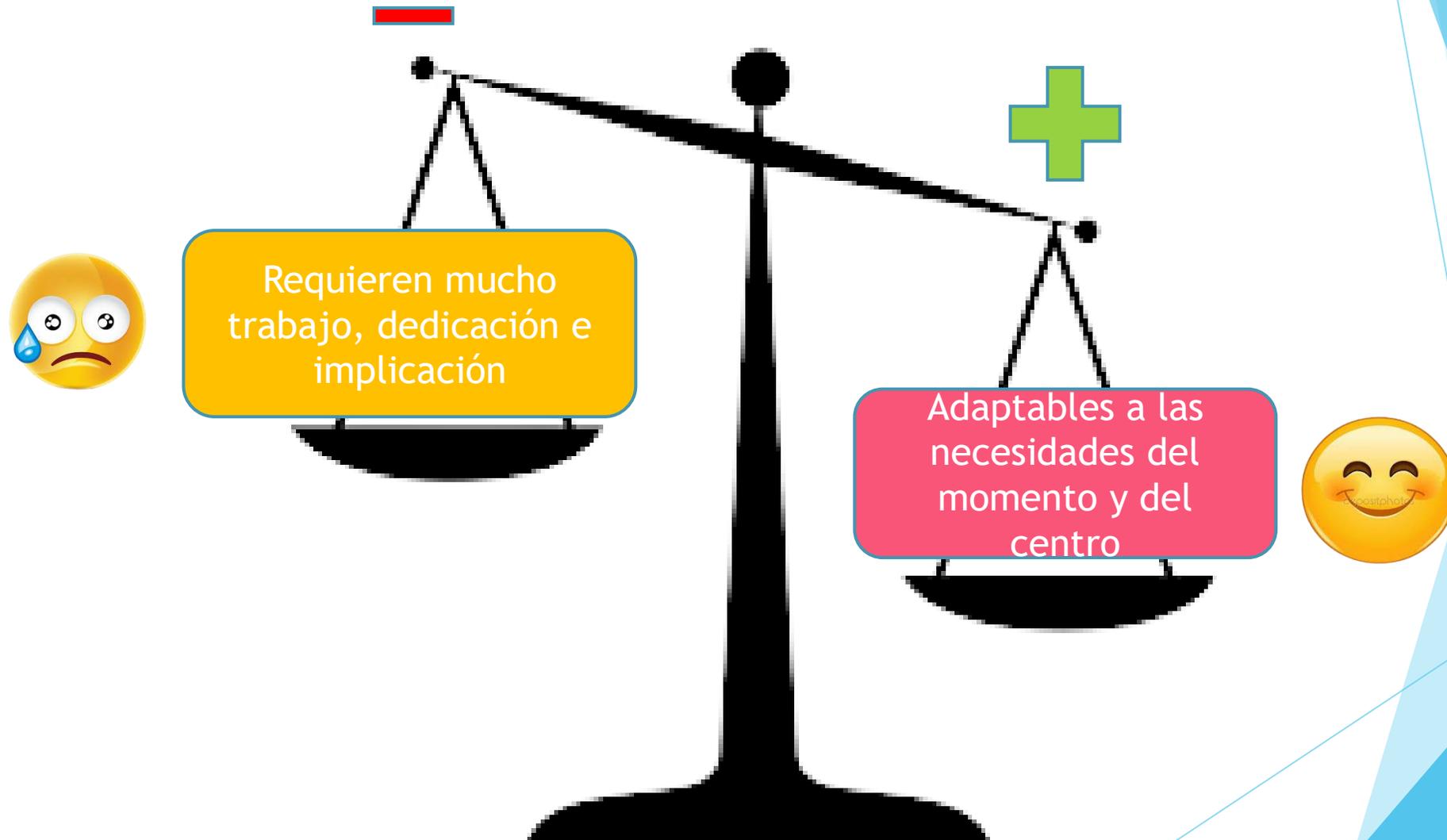
Pueden traerlos de casa y los
podemos utilizar para
asambleas, para story telling,
para recreación de contextos....





RECURSOS FÍSICOS DE ELABORACIÓN PROPIA

Recursos de elaboración propia





Muchos pocos

hacen un mucho

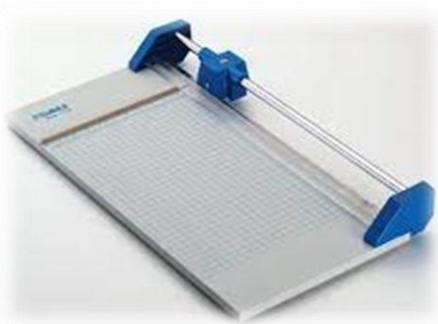
Rentabilizar el trabajo

- ▶ Intentar integrar
- ▶ Utilizar en varias áreas
- ▶ Aprovechar lo que ya tenemos
- ▶ Guardar para usos futuros



Antes de empezar...

- ▶ Es importante que el grupo de profesores pueda contar con una serie de recursos en el centro que permitan la creación y edición de recursos.
- ▶ No pueden faltar....



GRUPO DE TRABAJO



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

When you enter this

H I G H S C H O O L

YOU ARE Scientists

YOU ARE Authors

YOU ARE leaders

YOU ARE READERS

YOU ARE explorers

YOU ARE Writers

YOU ARE creators

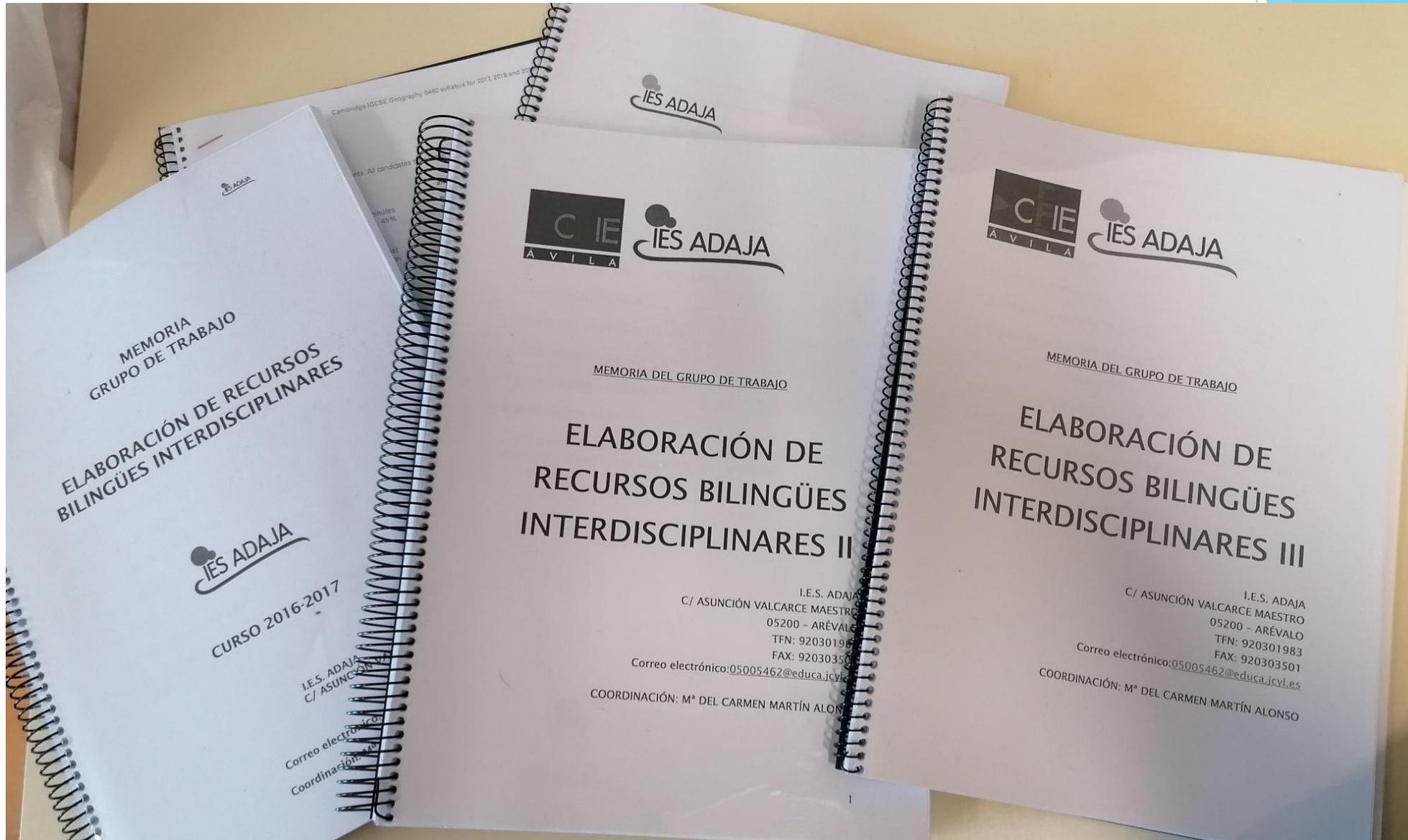
YOU ARE THINKERS

YOU ARE IMPORTANT
YOU ARE a friend

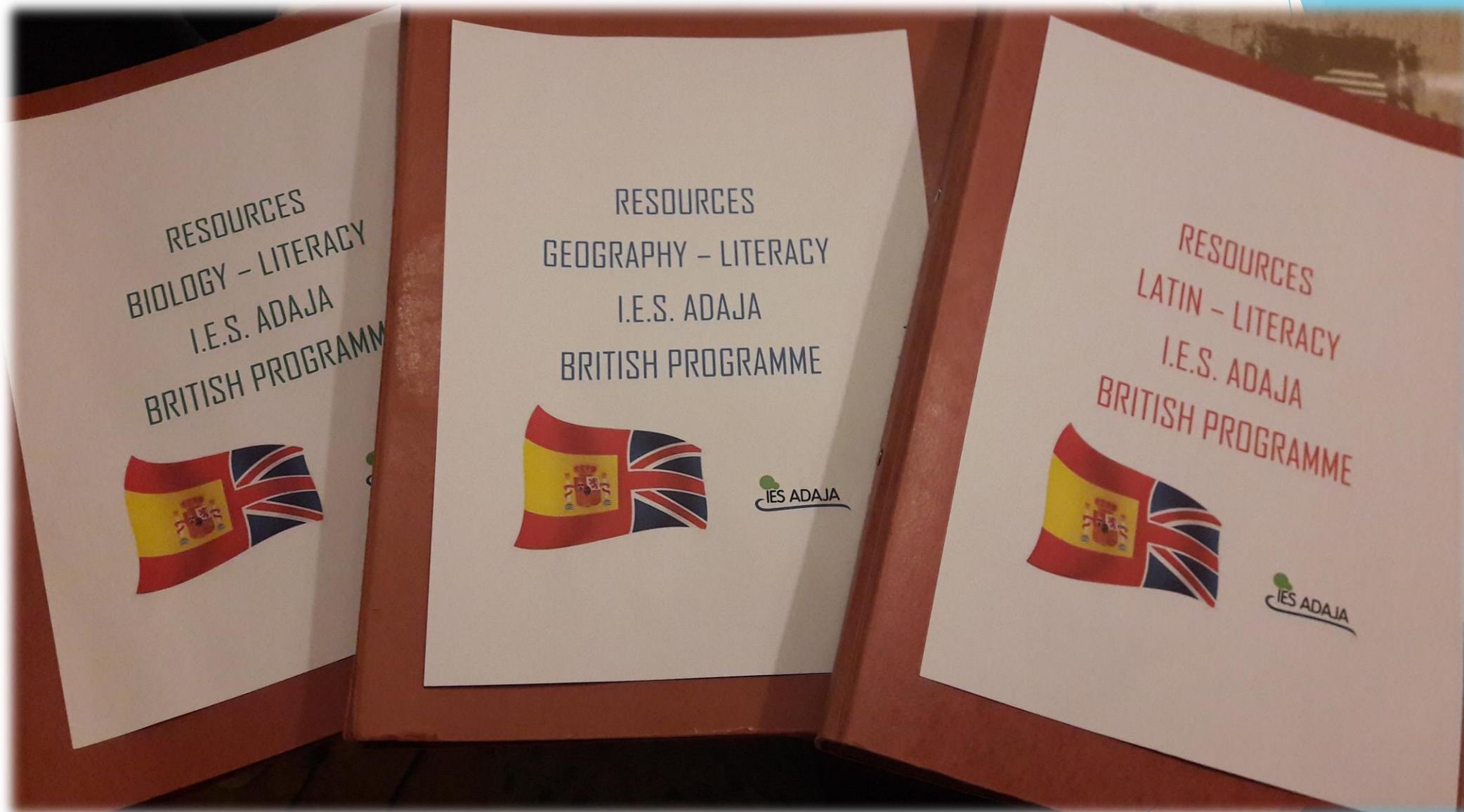
YOU ARE THE REASON

WE ARE HERE!

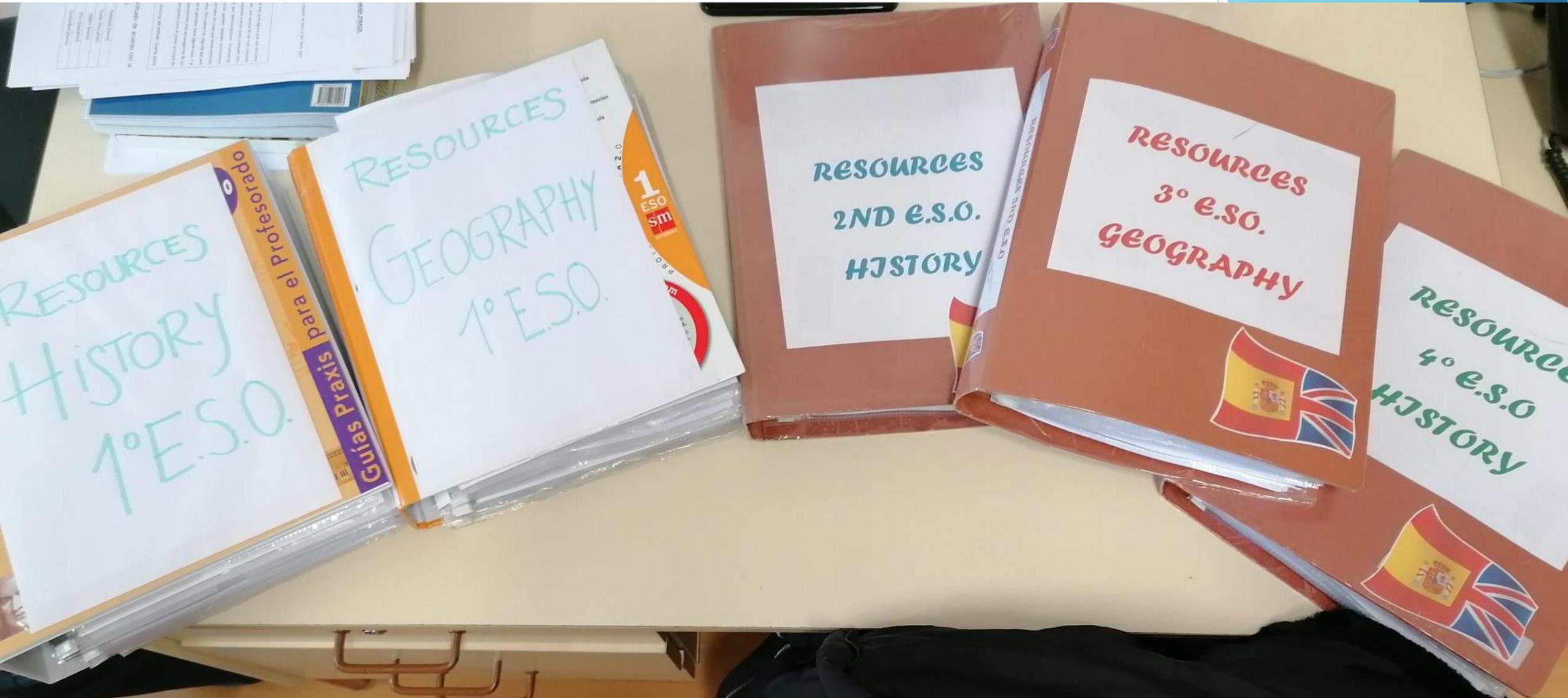




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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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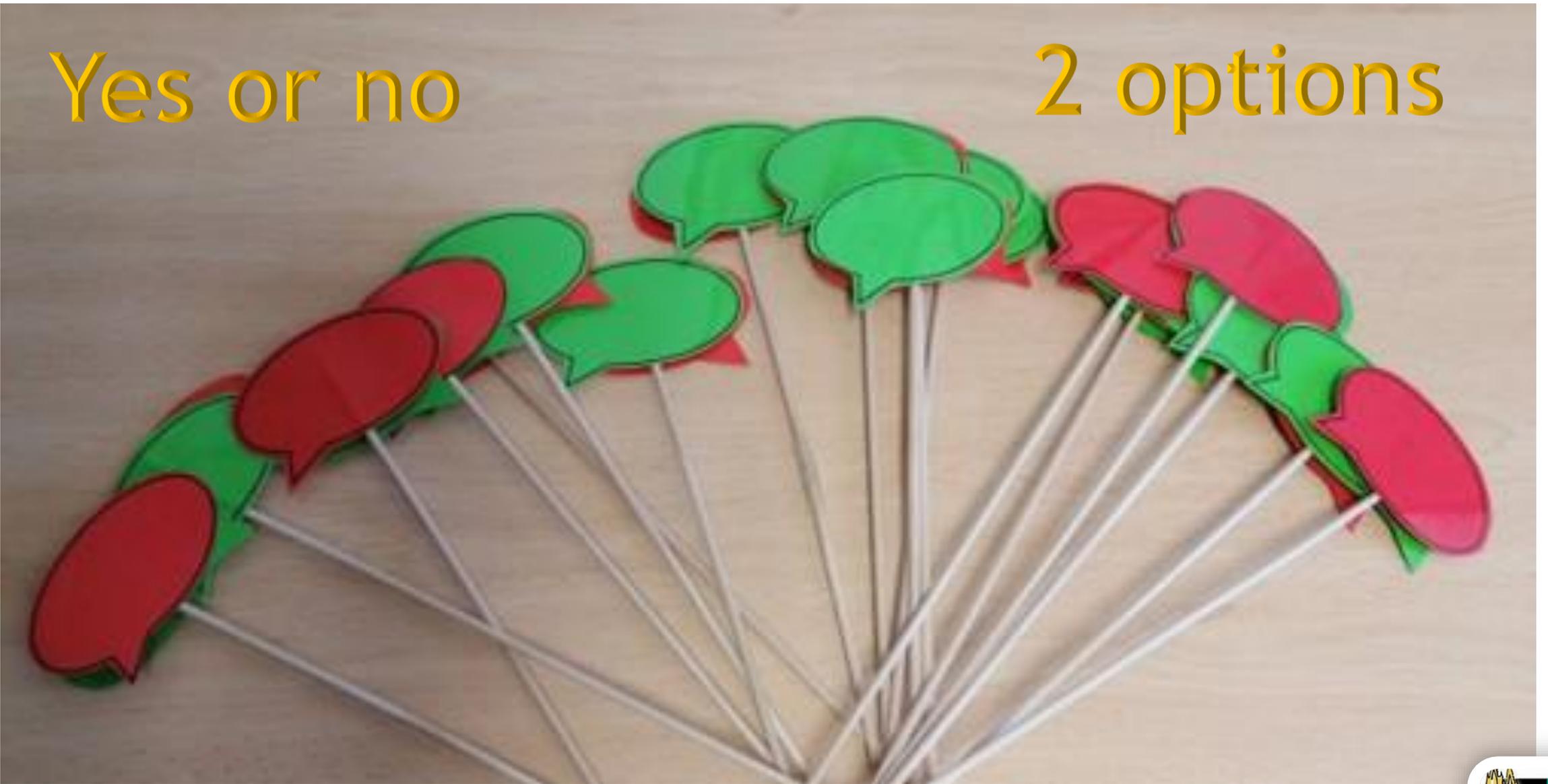


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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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Yes or no

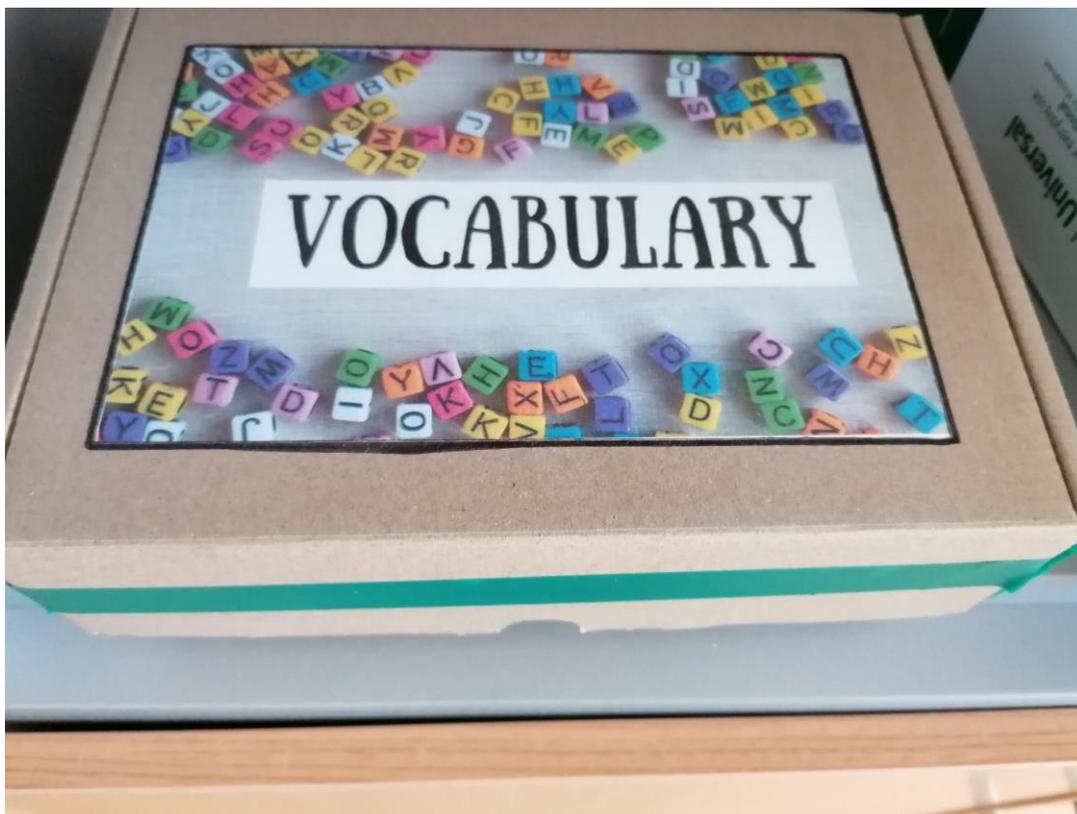
2 options



Erasable boards

WELCOME

VOCABULARY BOX



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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

GRAMMAR

BRITISH ROOM CARDS

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

SCIENCE

(Scientific cultura and Physics and Chemistry)

HISTORY

GEOGRAPHY

IMPORTANT DATES

VOCABULARY

GRAMMAR

THE INDUSTRIAL REVOLUTION

project:

the materials you consider to make it. Free aspect should be like presentation in the form to... If it is a video it is not needed that you to your voice is enough. If you make a power peak in front of the class it is also valued by to your mates.

include links to videos in your presentation

to talk about:

- Isaac Serrano Vegas: Background
- Isaura Azcona: Agricultural revo
- Iker Sánchez: Sources of energ
- revolution. The importance of
- Hugo Hernández: The second
- Andrés Ruiz: The Revolution
- Victor Senovilla: Industrial
- Daniel Sáez Illober: The di
- banking.
- Héctor Martín: Class soc
- Jorge Blanco: The work
- organizations.
- Germán Calvo: New
- Anarchism, etc...
- Fátima Morabyt: (
- Unai Martín: (The
- Andrea Villaverde
- César Rueda: Mi
- Ángel Casado R
- population inc

Compulsory aspects that you

- o Images that can mak
- o their comments etc
- o Interesting docum
- o publications of th
- o The self assessm
- o You have to pre
- o of 5 questions i
- o of your exposi
- o before the cl

The maximum exten

presentation will be

DEADLINE: JANU

Do you have any vacancies?

I have a reservation

I'd like a room with a bathroom

I'd like a single room

Your room number is...

I'd like a room with two beds

I'd like a double room

Checkout time is...

How much is it per night?

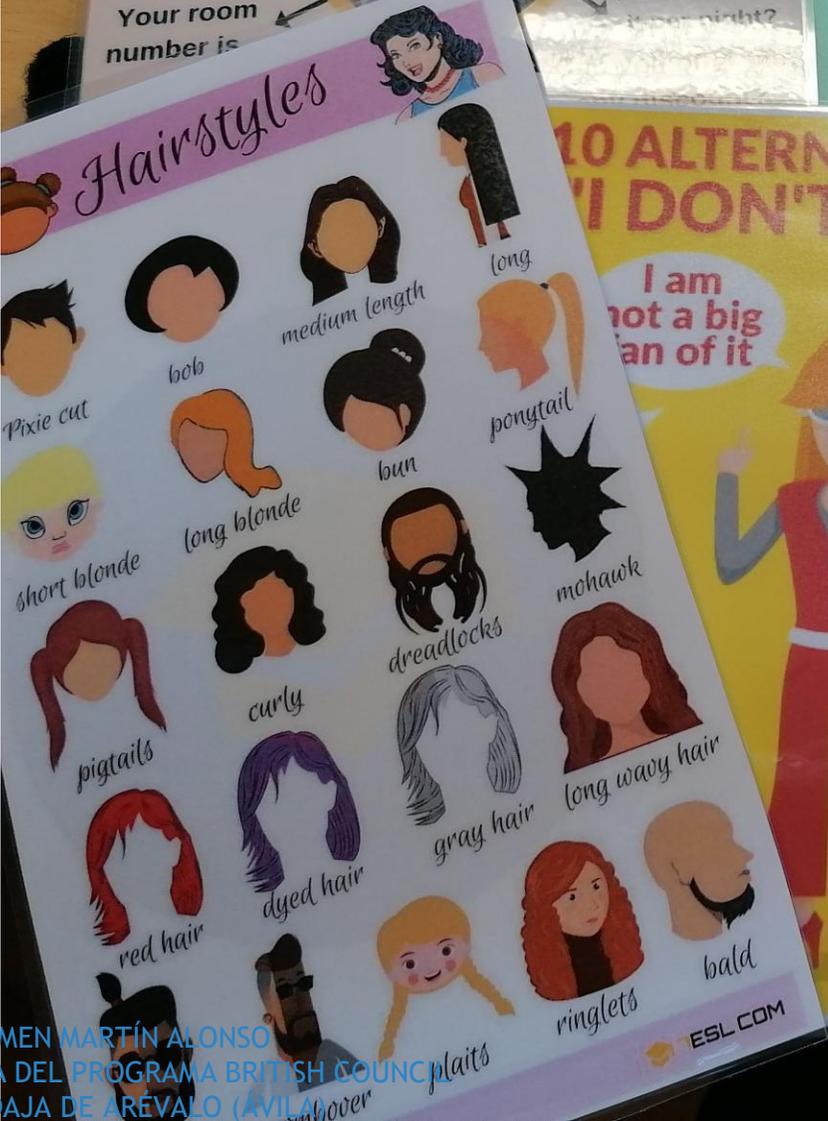


EDUCATIONAL INSTITUTIONS



- Nursery school / Escuela infantil
- Primary school / Colegio
- Secondary school / Instituto
- Private school / Colegio privado
- State school / Colegio público
- Boarding school / Internado
- Language academy / Academia de idiomas
- University / Universidad

Hairstyles



long

medium length

bob

pixie cut

ponytail

bun

long blonde

short blonde

dreadlocks

curly

pigtails

gray hair

red hair

dyed hair

long wavy hair

ringlets

bald

plaits

ESL.COM

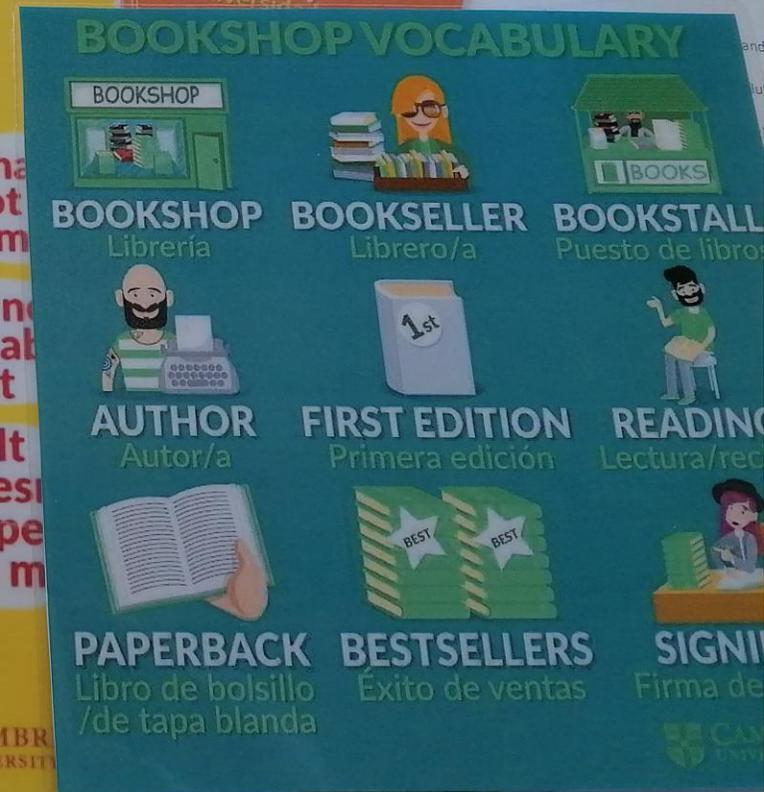
10 ALTERNATIVES TO "I DON'T LIKE IT"



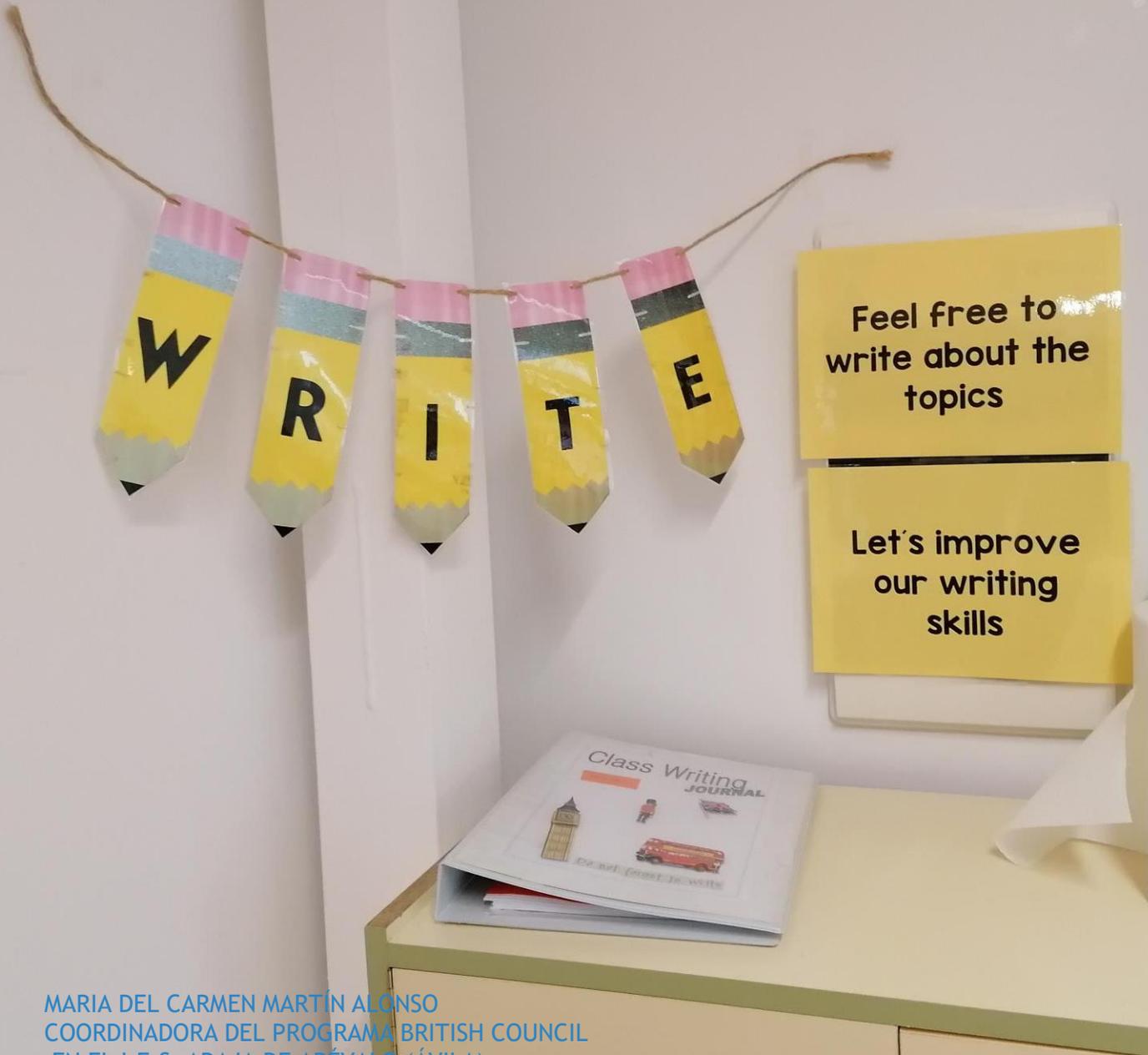
- I am not a big fan of it
- I don't fancy it
- That's not my style
- I'm not crazy about it
- It doesn't appeal to me
- I'd rather not

CAMBRIDGE UNIVERSITY

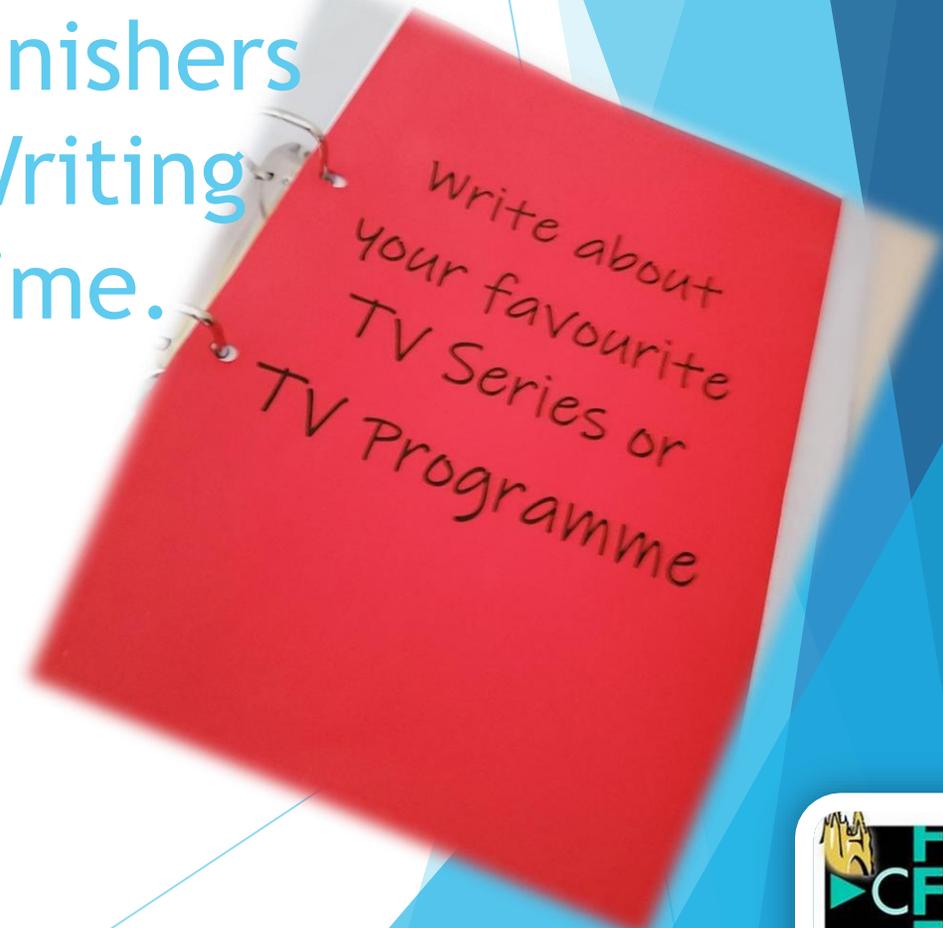
BOOKSHOP VOCABULARY



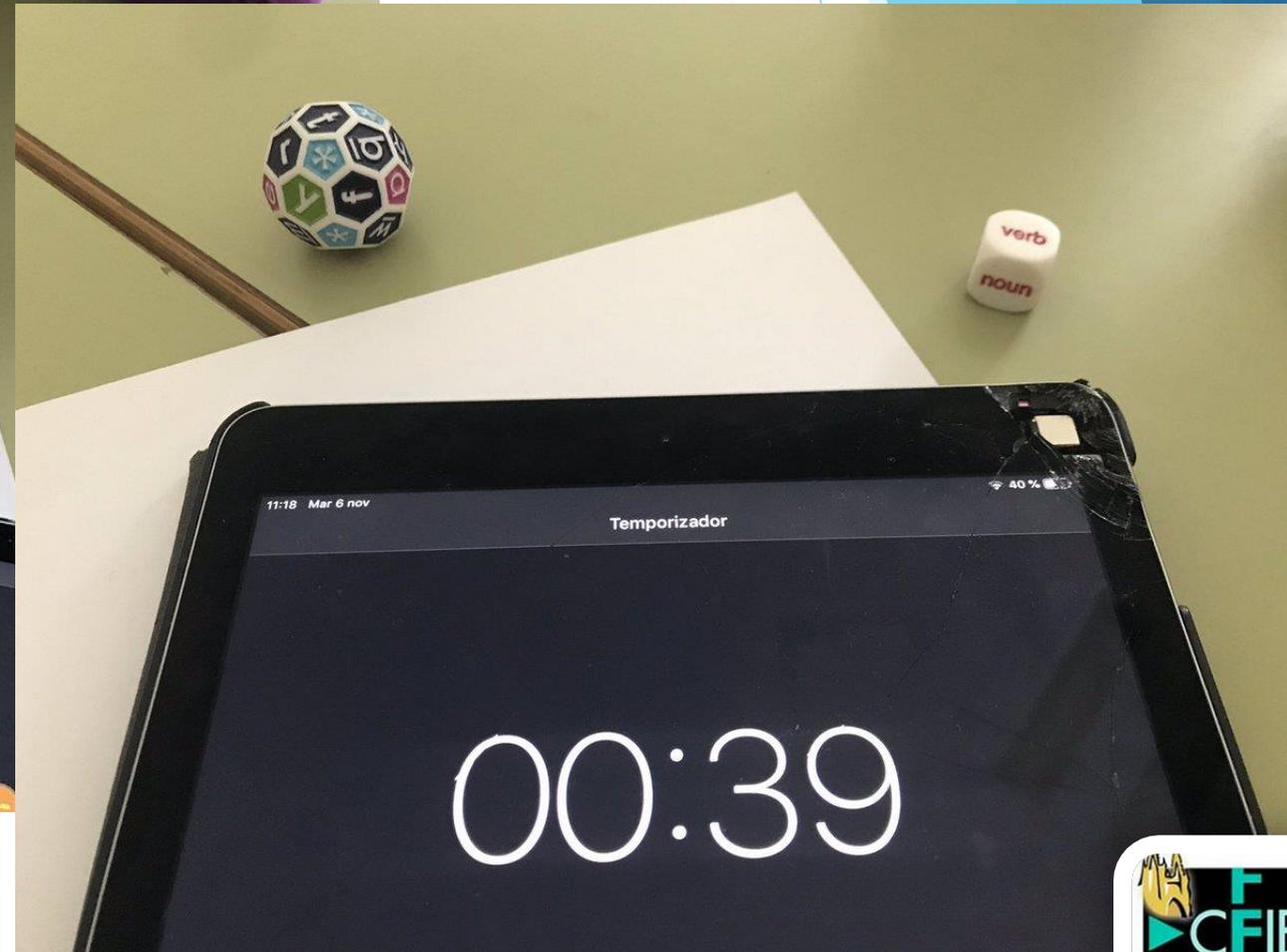
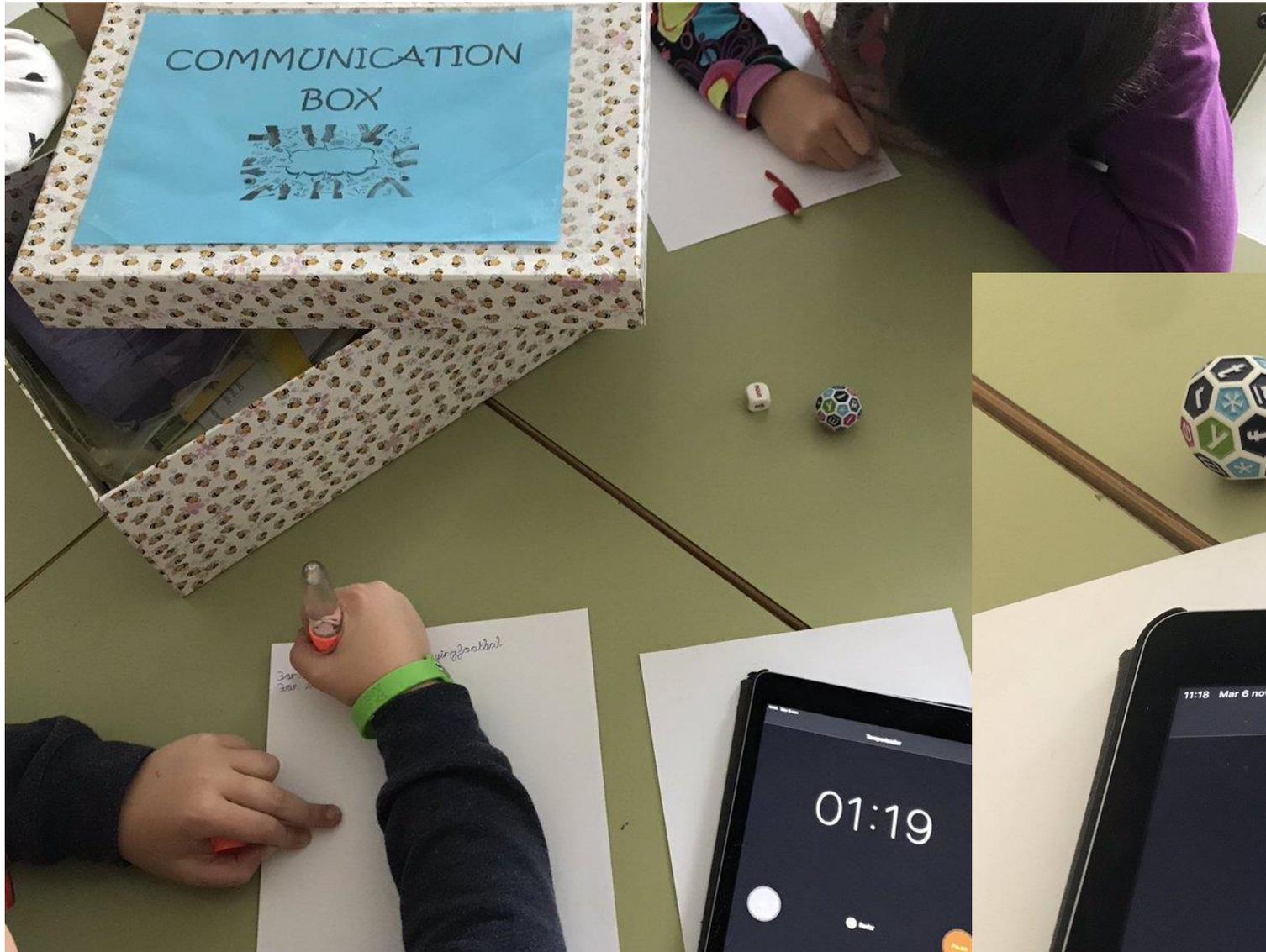
- BOOKSHOP / Librería
- BOOKSELLER / Librero/a
- BOOKSTALL / Puesto de libros
- AUTHOR / Autor/a
- FIRST EDITION / Primera edición
- READING / Lectura/rec
- PAPERBACK / Libro de bolsillo / de tapa blanda
- BESTSELLERS / Éxito de ventas
- SIGNATURE / Firma de



Fast finishers Writing time.







MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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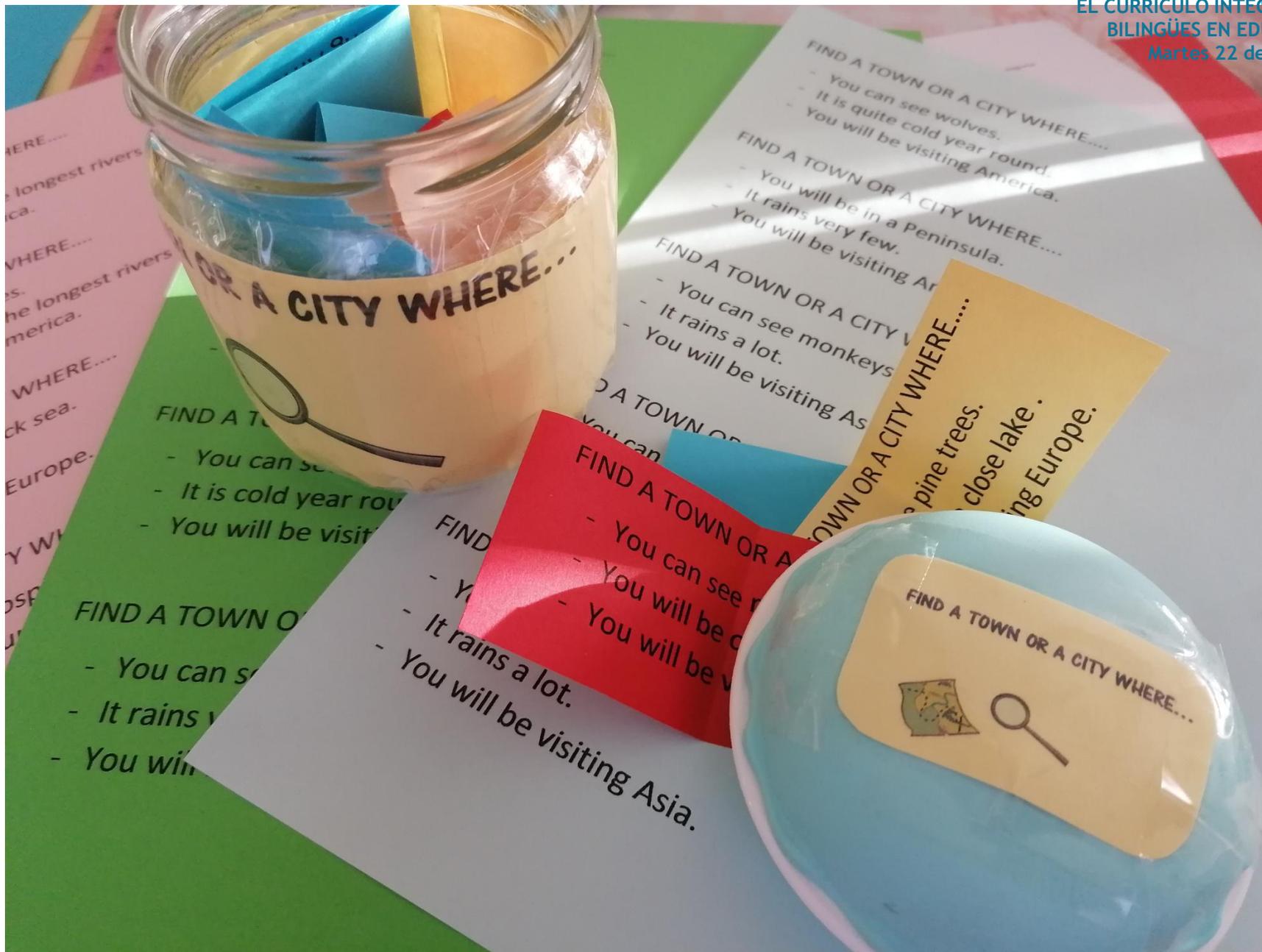




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Customizar juegos de mesa y adaptarlos a actividades





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Proofreading Code (Writing)	
	Spelling mistakes or wrong word
	Singular-plural agreement mistakes
	Grammar mistakes
	Punctuation mistakes
	Capitalization mistakes
	Lack of understanding/not clear
	Not necessary or repeated
	Something missing
	Missing subject

THIRD CONDITIONAL: Talking about the past describing a situation that has not happened and its possible consequences
If+past perfect ... would+ have + past participle
Ex. If I had woken up earlier I would have arrived on time.

Present Perfect Continuous Tense
+ S + have/has + been + V-ing
They have been learning English for 3 years.
- S + have/has + not + been + V-ing
They have not been learning English for 3 years.
? Have/has + S + been + V-ing
Have they been learning English for 3 years?

FUTURE CONTINUOUS:
Action that will be in progress at a stated time in the future / a situation that will definitely happen in the future at a stated time or arrangement / when we ask

PAST PERFECT TENSE
Form
Affirmative: S + had + past participle
Negative: S + had + not + past participle
Interrogative: Had + S + past participle
Ex. I had finished the book when she left.

ADVERBS
already (+ ?) "ya"
never (-) "nunca"
just (+) "justo"
a little while ago "poco tiempo"
yet (+) "todavía"
still (+) "todavía"
ever (+) "alguna vez"
at the end of the sentence "al final de la oración"
yet (+) "aun, ya"
at the end of the sentence "al final de la oración"
still (+) "todavía"
at the end of the sentence "al final de la oración"

NEITHER: None of the two alternatives
Not this AND NOT that
Ex. I can speak neither English nor French

FIRST CONDITIONAL: Real or very possible contexts
If+present simple ...will +infinitive
Ex. If you come for the weekend we will go to the cinema.

BOTH: the two alternatives
This AND that
Ex. I can speak both English and French

PRESENT PERFECT: Action that began in the past and continues in the present time.
Affirmative: Subject + have+ verb past participle + complement
Ex. I have read this book you have bought today.
Negative: Subject +don't+ have+ verb past participle + complement
Ex. I haven't seen this film yet.
Interrogative: Subject+ verb past participle + complement
Ex. Have you visited the museum in Madrid?

TIME WORDS
for (por un periodo de tiempo)
since (desde un momento en particular en adelante)

EITHER: One of the two alternatives
This OR that
Ex. I can speak either English or French

ZERO CONDITIONAL: Common knowledge.
If+present simple present simple
Ex. If water boils it evaporates.

SECOND CONDITIONAL: Future events that are not possible to happen or impossible situations in present time.
If+past simple ... would+ infinitive
Ex. If I won the lottery I would spend my life travelling.

TIME WORDS
for

BOTH: the two alternatives
This AND that

EITHER: One of the two alternatives
This OR that
Ex. I can speak either English or French

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Not this AND NOT that
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Have they been learning English for 3 years?

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Action that will be in progress at a stated time in the future / a situation that will definitely happen in the future at a stated time or arrangement / when we ask

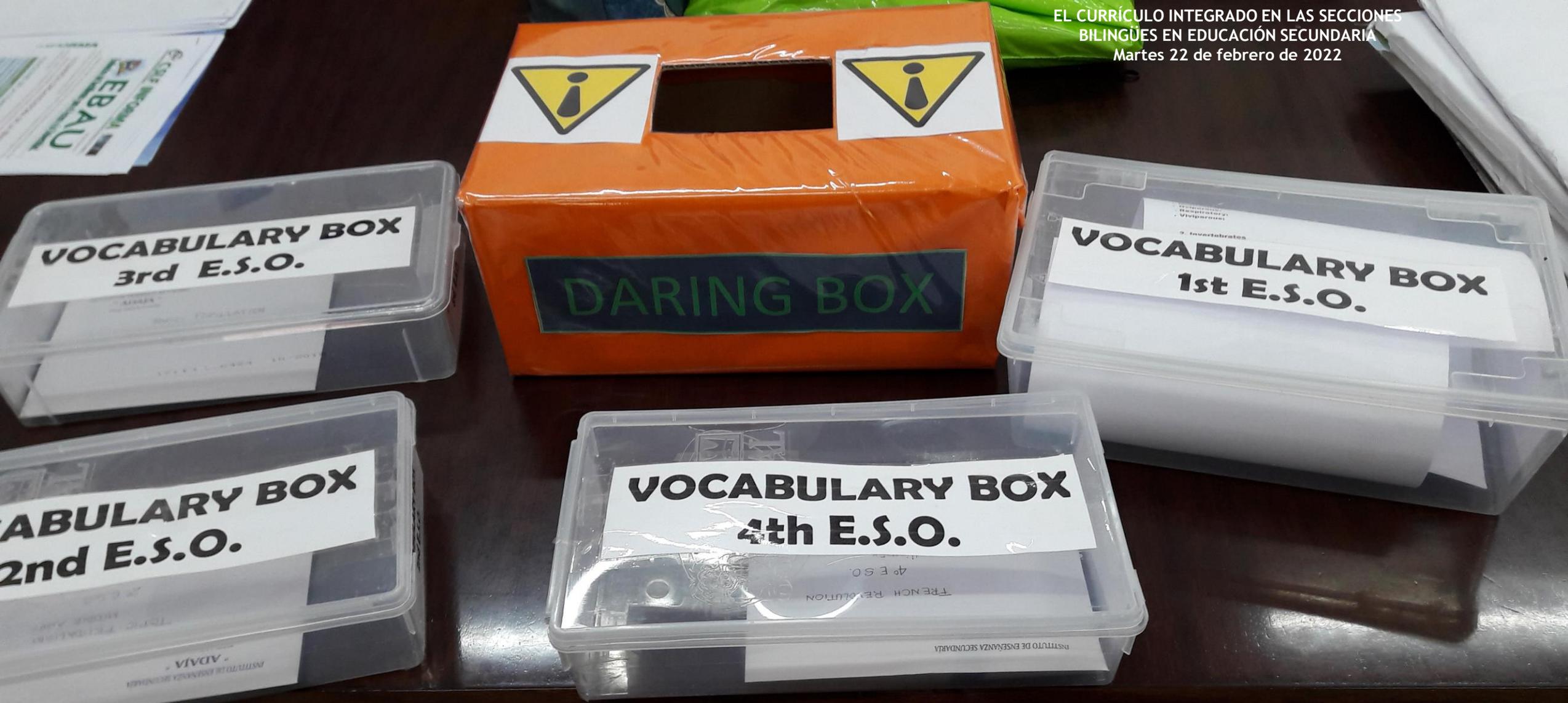
PAST PERFECT TENSE
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Ex. If you come for the weekend we will go to the cinema.

BOTH: the two alternatives
This AND that
Ex. I can speak both English and French



Refugee: A person who flees for refuge or safety, esp. to a foreign country, as in time of political upheaval, war, etc.

Immigrate: To move into a different country, region or area of one's country or home territory.

Emigrate: To leave one country or region to settle in another.

Migration: A movement of people from one place to another.

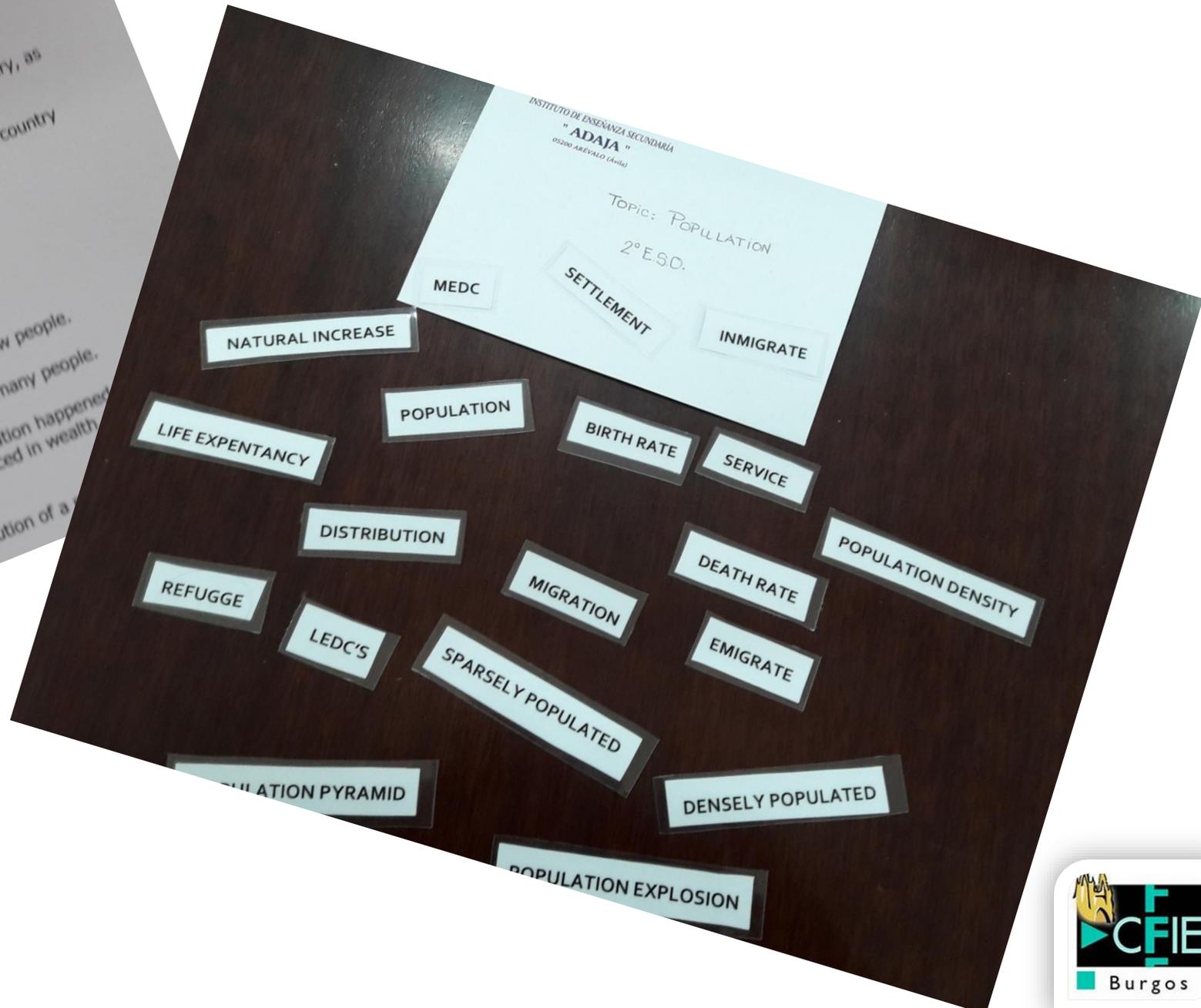
Settlement: Place where people live.

Sparsely populated: It is said about places that contain few people.

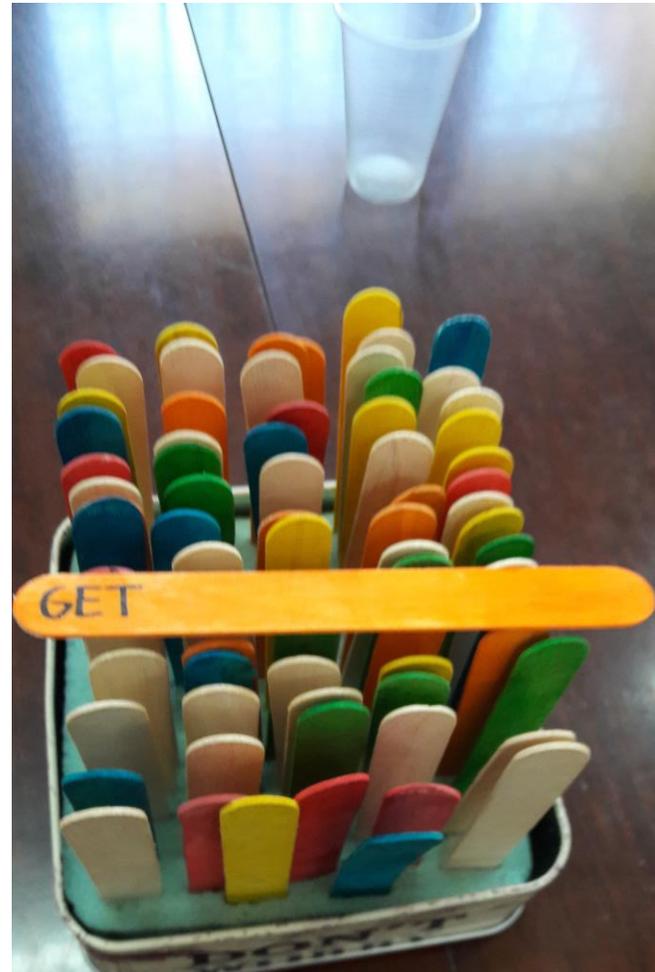
Densely Populated: It is said about places that contain many people.

Population explosion: It is the rapid growth of population happened 1820 till today as a consequence of the changes produced in wealth etc.

Population pyramid: A graph showing the distribution of a population by age, etc.



WORKING VERBS - REVIEWING - WRITING



SPEAKING / ICEBREAKER / FAST FINISHERS' ACTIVITIES

- ▶ Permiten al professor tener trabajando a todos los alumnos durante el period de clase.
- ▶ Pueden utilizarse como herramientas para realizar pruebas de evaluación.

I am 16 years old and I want to leave school this year. My parents say it is too early for me and that I should be trying to get into university. I think I am old enough to make my own decisions now. I want to work with my friend Susan in McDonalds. Then, I can start earning money to buy things. What should I do?

I'm a 45-year-old single woman with many cats. I have seen ghosts in the mirrors of my house for the past week. I'm scared I might be crazy. What should I do?

I found it hard to solve a problem during the last maths test. My best friend was sitting next to me and I asked her for help. Even though the teacher did not look, she didn't help me. Should I be angry?



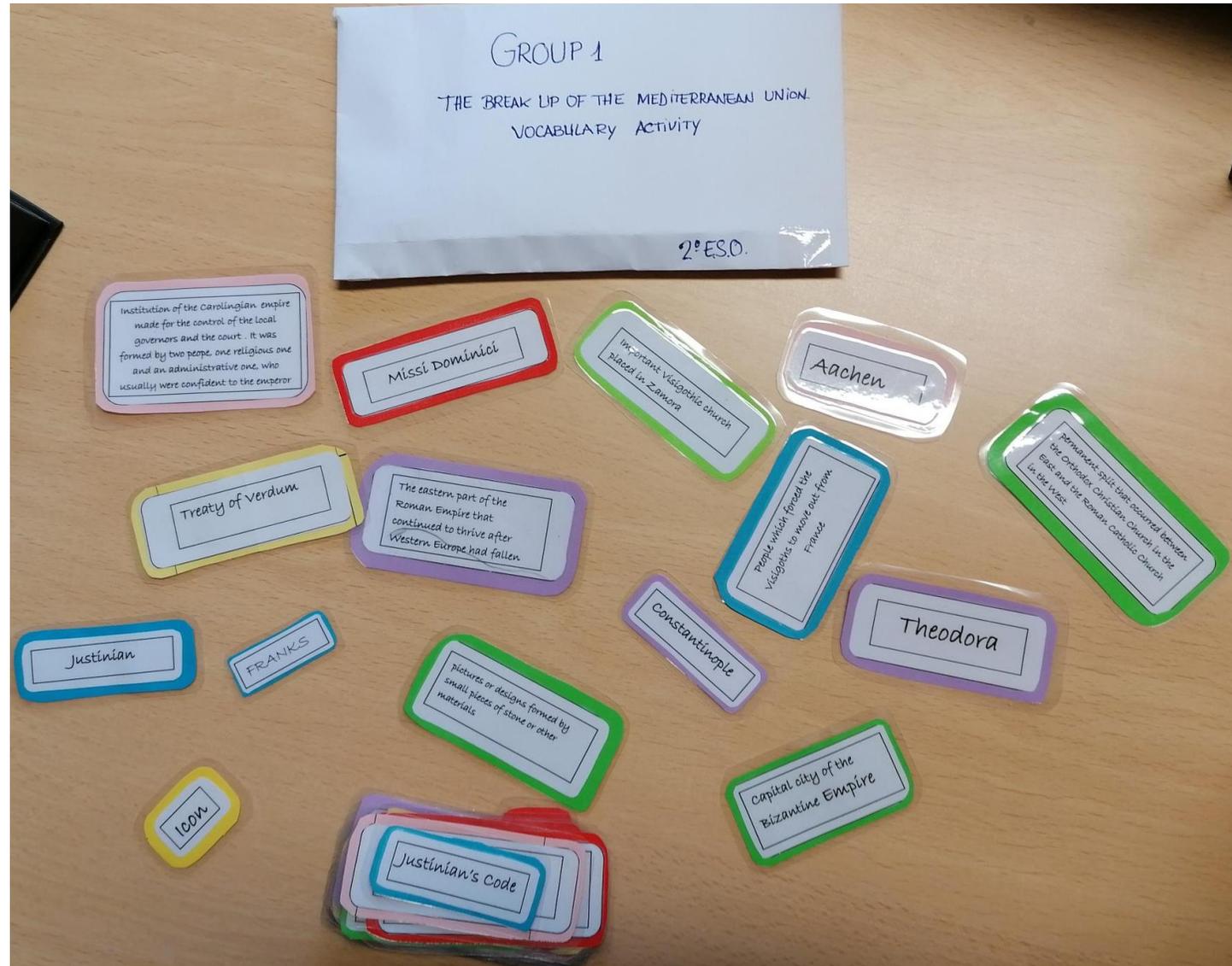
Find someone who...

Find someone who...

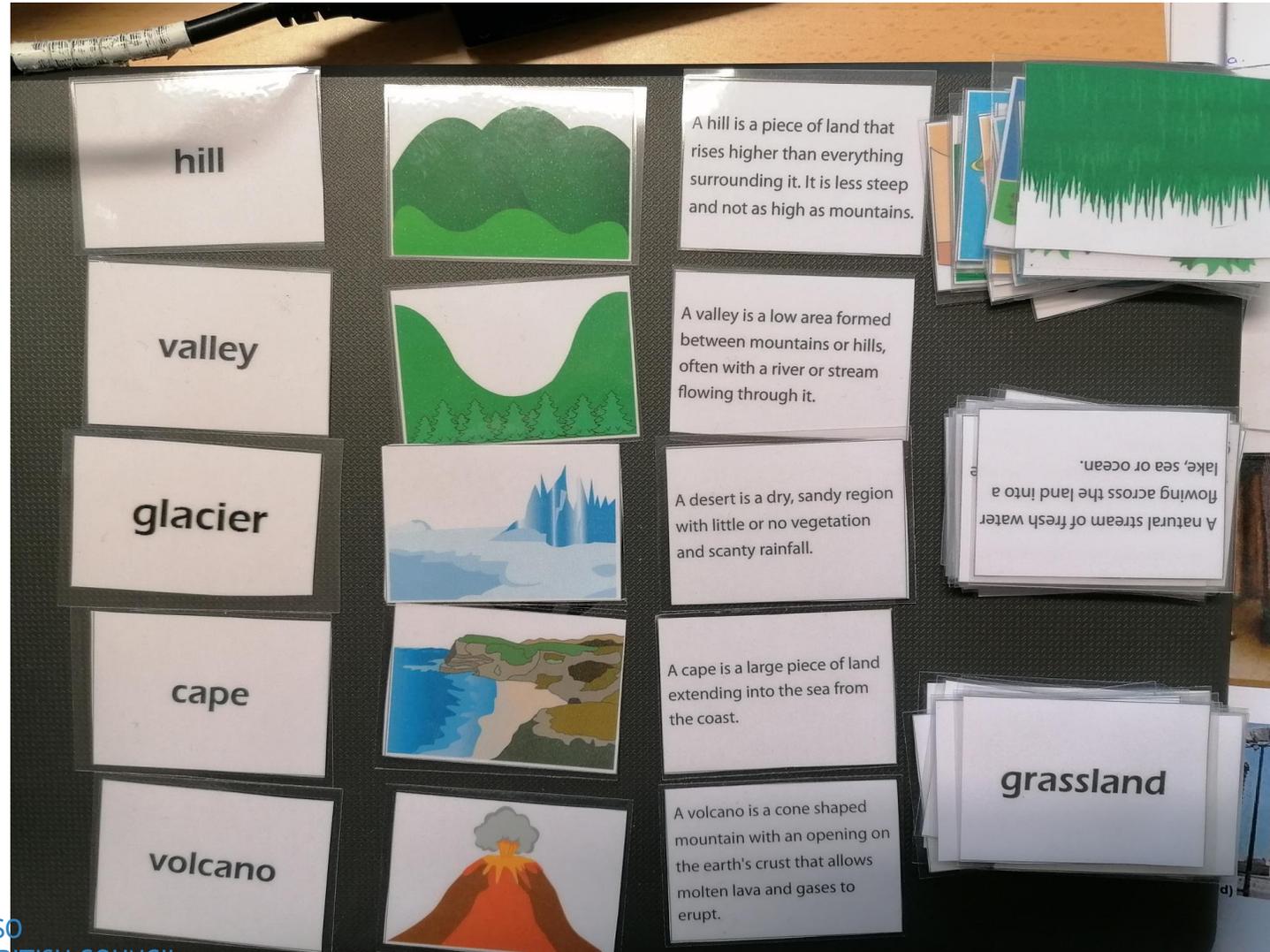
Likes Harry Potter	Has been to Australia	Lives in London	Runs every week	Loves English
Thinks CLIL does not really work	Does not like Game of Thrones	Has attended 9:00 session this morning	Does not have social networks	Does not eat fast food
Drinks coffee every day	Speaks German	Knows how to cook	Reads more than 6 books per year	Plays guitar



Flash cards



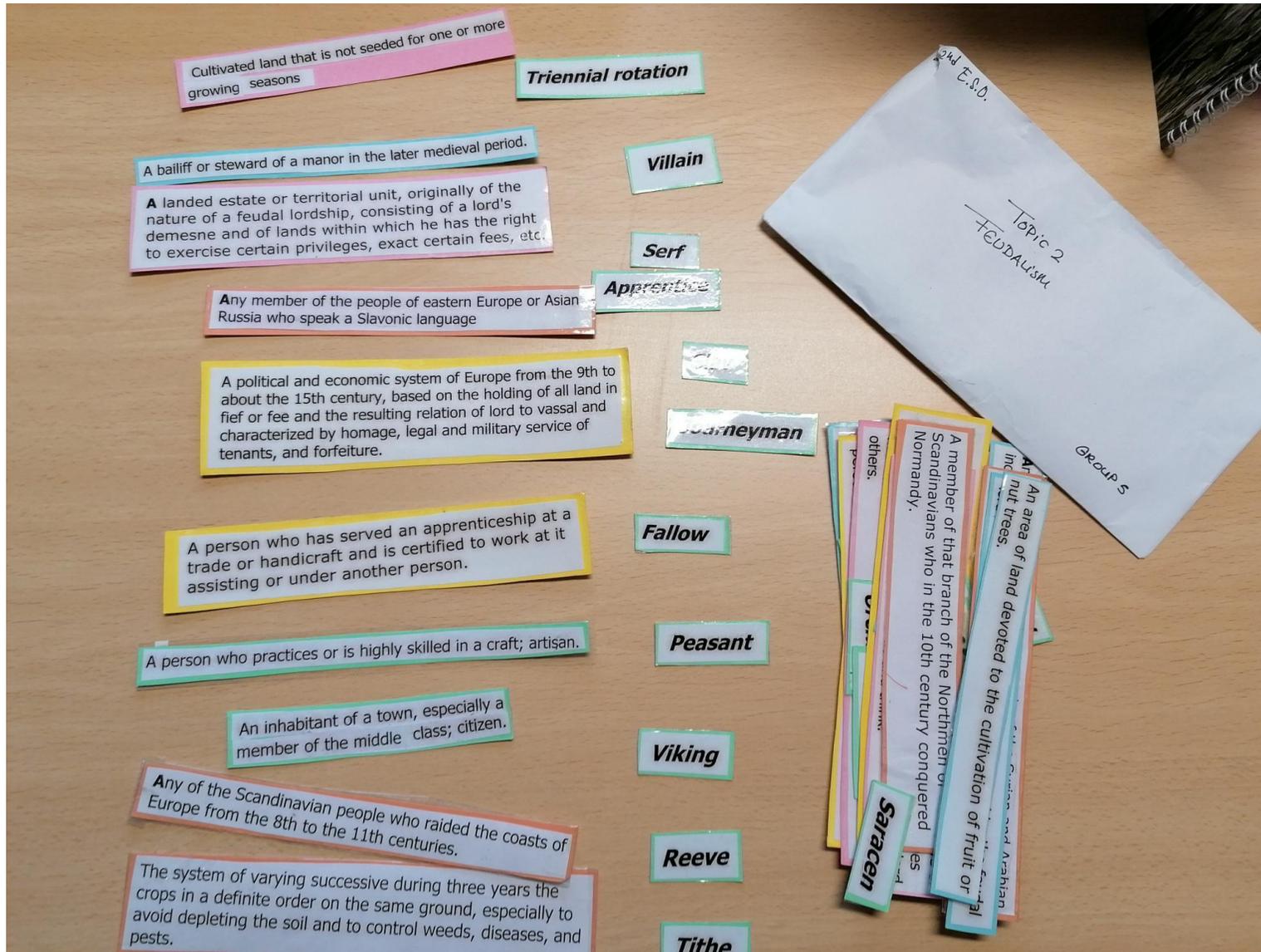
FLASH CARDS



FLASH CARDS



FLASH CARDS

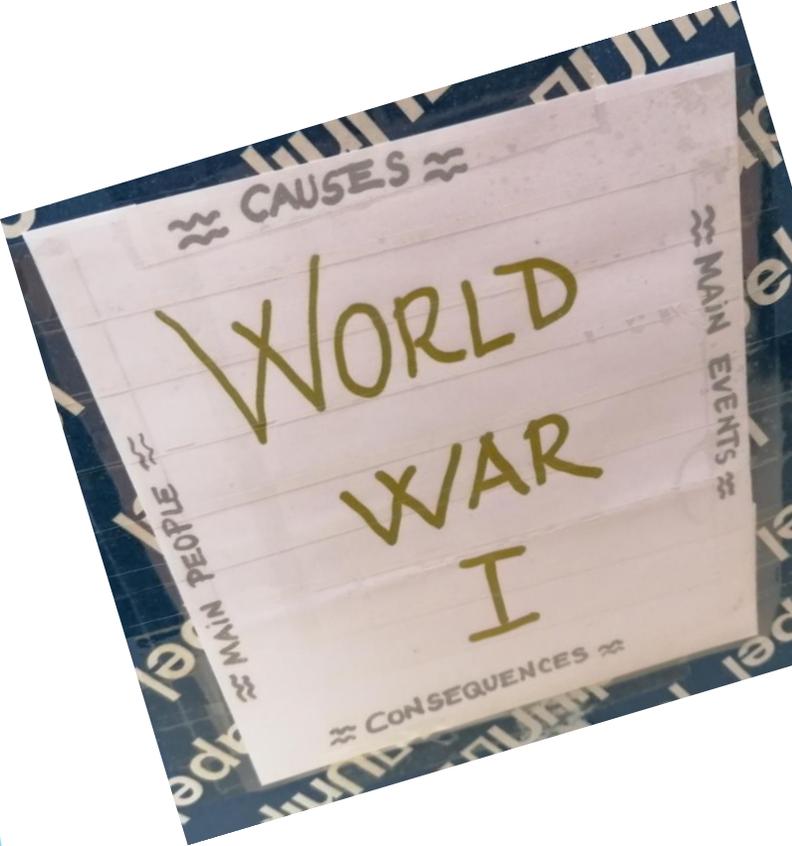


Important people
(Who?)

Causes
(Why?)

Important dates
and events
(When?)

Consequences
(What after?)



Over 60 million men fought in
 Almost 10 million were killed and 20
 million were wounded. There was also a
 decrease in workforce

Exports, \$bn
 ● France ● Britain ● United States*
 ● Italy ● Germany

Year	United States	Britain	France	Italy	Germany
1914	~1.5	~2.5	~2.0	~1.0	~1.0
1919	~7.5	~4.5	~4.0	~2.0	~1.5

Inflation
 % increase in consumer prices
 1914-19

Country	% increase in consumer prices (1914-19)
United States	~18
Britain	~25
France	~38
Italy	~42
Germany	~133

Industrial production
 % change
 1914-19

Country	% change in industrial production (1914-19)
Germany	~220
France	~150
Britain	~100
Italy	~100
United States	~150

Germany Invades Belgium - World War I
 The Evening Herald

ANY INVADERS BELGIUM
 Kaiser Formally Declares War Against the French
 Forced to Fight
 FOR SETTLEMENT
 TIC STRUGGLE ENDED
 DEVELOPMENTS OF TODAY
 B-U-L-L-E-T-I-N-S

WILSON SAYS
 KEEP COOL
 MANAGER'S AGREE
 TO ACCEPT ARBITRATION

CONGRESS TAKES LEAD OFF BANK

of nationalism

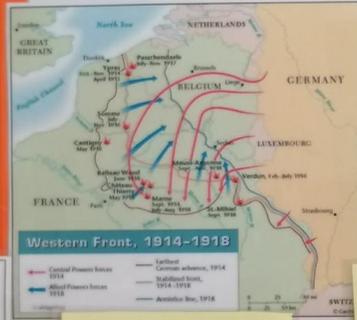
Triple Alliance: Germany+Austria –
 Hungary + Italy. 1882.

Increasing tensions between
 European powers

STUDENT ASSASSIN
 ARCHDUKE AND HIS DUCH
 CAPT. HOPKINS CHARGES
 LETTERS WERE STOLEN
 AS PART OF CONSPIRACY

BRITISH
 FLAME THROWER – GERM
 U-BOATS (UNTERSEEBOOTEN)
 AIRPLANES
 GAS
 POISON
 MUSTARD
 MACHINE GUNS

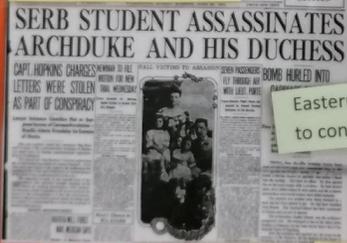
Important people (Who?)



The Central Powers: Germany, Austria-Hungary, Ottoman Empire, Bulgaria

THE WAR FRONTS

THE WAR STRATEGIES



Eastern front: the Central powers wanted to control Russia.

THE WAR BLOCS

Western front: the Central powers wanted to control France and Great Britain.

Consequences (What after?)

- Territorial consequences:

- Social and economic consequences:



THE WAR BLOCS

Destruction of cities

In general terms we can say that the war left mainly Europe in a terrible political, economic and social situation that took a long time to recover.

Europe resulting from the war. The winners benefited ones were Great Britain, France, Italy, Japan, and the United States. They gained Palestine and Iraq, and the Ottoman Empire lost Syria and Lebanon, along with the disappearance of the Ottoman Empire.

Redistribution of the colonies

On the other hand as men were conscripted for the war, some home fighting women started to gain some rights like voting or working that had been usually made by men.



Trench warfare (1914-1918). They were built not for advancing but for defending their positions.



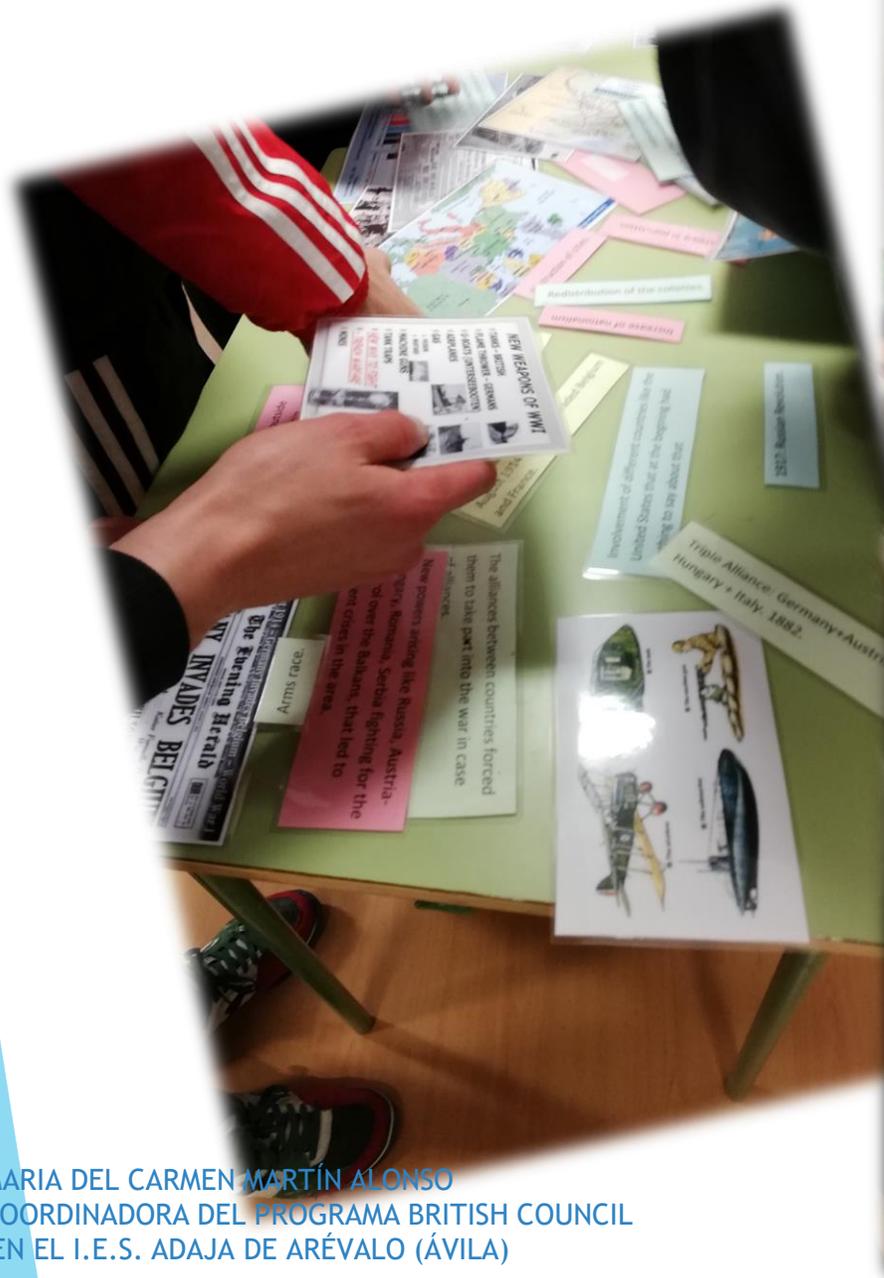
Involvement of different countries

United States that at the beginning...



Over 60 million men fought in this war. Almost 10 million were killed and 20 million were wounded. There was also a decrease in workforce and in birth rate.

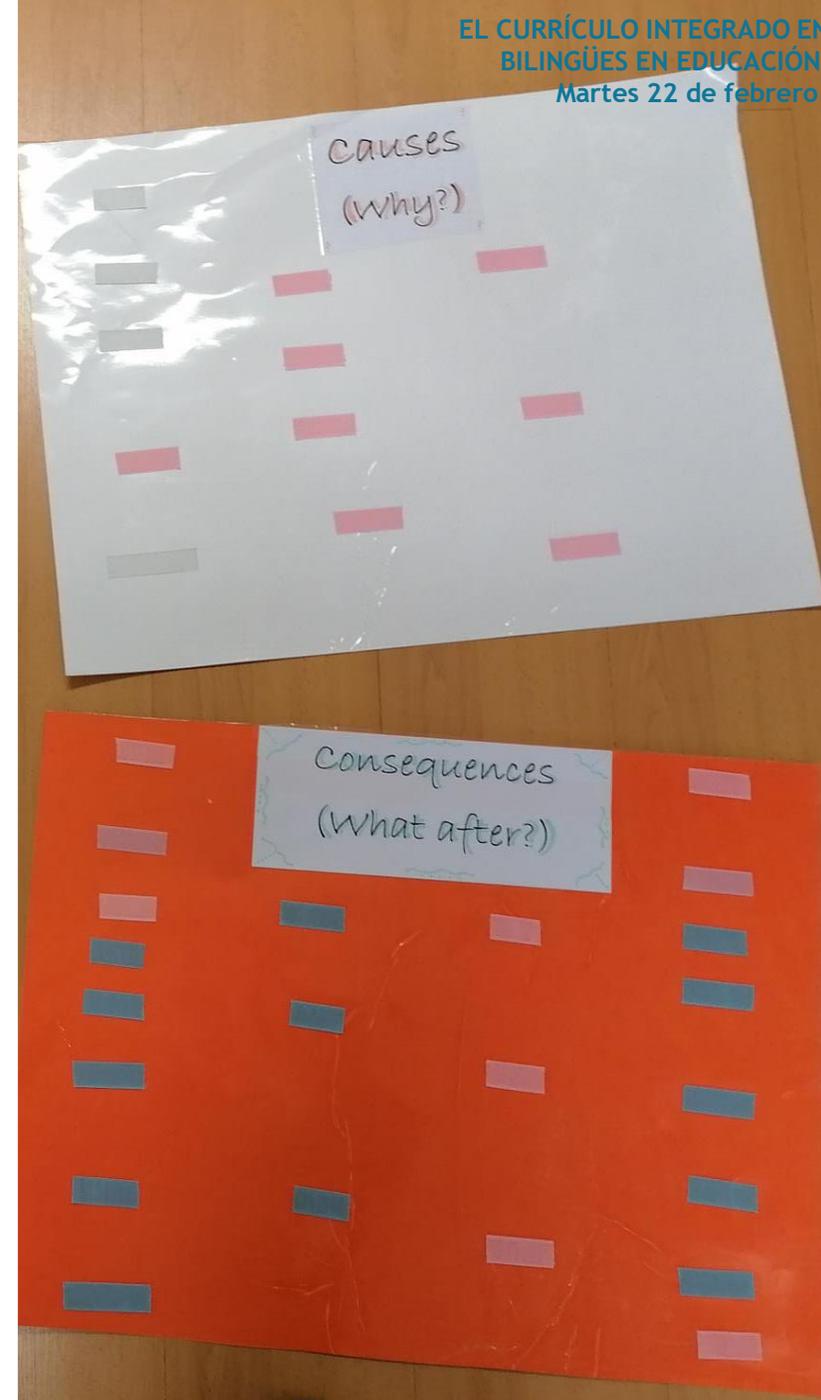
Country	Killed	Wounded
Russia	1,700,000	4,000,000
Germany	1,700,000	4,000,000
France	1,380,000	4,000,000
Austria	1,200,000	3,600,000
GB + Empire	900,000	2,000,000
Italy	650,000	947,000
Romania	315,000	120,000
Turkey	325,000	800,000
USA	126,000	234,000
Bulgaria	87,000	152,000
Serbia	45,000	133,000
Belgium	13,800	4,500
Portugal	7,222	13,700
Greece	500	2,100
Japan	300	900



USO INTERDISCIPLINAR

Lo utilizan también:

- el departamento de inglés para trabajar las diferencias entre causa y consecuencia
- El departamento de física y química para el estudio de procesos y reacciones



Carpe HORTUM



IES ADAJA

EL HUERTO ESCOLAR

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)



GUISANTE

(*Pisum sativum*)



Época de siembra	E	F	M	A	M	J	Ju	A	S	O	N	D
Época de cosecha	E	F	M	A	M	J	Ju	A	S	O	N	D

CARACTERÍSTICAS AGRONÓMICAS			
SOL	AGUA	ABONO	INFORMACIÓN
			Podemos ponerlos cerca de las lechugas y las zanahorias.
Medio	Poca	Poco	

PROPIEDADES

Ayudan a mejorar la circulación y la salud del corazón, son capaces de disminuir el colesterol y son ricos en vitamina C, calcio y magnesio.



DISTANCIA ENTRE PLANTAS:
10-15 cm

AUTOR: Belén 3 ESO A

DISENO: Rosa María Hernández García

CEBOLLA

(*Allium cepa*)



Época de siembra	E	F	M	A	M	J	Ju	A	S	O	N	D
Época de cosecha	E	F	M	A	M	J	Ju	A	S	O	N	D

CARACTERÍSTICAS AGRONÓMICAS			
SOL	AGUA	ABONO	INFORMACIÓN
			Requiere temperaturas más altas y días largos
Abundante	Normal	Aconsejable	

PROPIEDADES

El principal componente de la cebolla, con diferencia, es el agua, pues supone el 90 % de su composición. Por ello, sorprende que en el 10% restante encontremos tantos nutrientes y con tantas propiedades beneficiosas.

AUTOR: Chakir 2º ESO A

DISEÑO: Rosa María Hernández García

DISTANCIA ENTRE PLANTAS:
15cm x 15cm



ONION

(*Allium cepa*)



Planting	E	F	M	A	M	J	Ju	A	S	O	N	D
Harvesting	E	F	M	A	M	J	Ju	A	S	O	N	D

AGRARIAN CHARACTERISTICS			
SUN	WATER	FERTILIZER	INFORMATION
			It requires higher temperatures and long days
Abundant	Normal	Advised	

PROPERTIES

The main component of onions is water, as it is the 90% of its composition. Due to that it is surprising that in the other 10% we can find so many nutrients and beneficial properties.

AUTHOR: Chakir 2º ESO A

DESIGN: Rosa María Hernández García

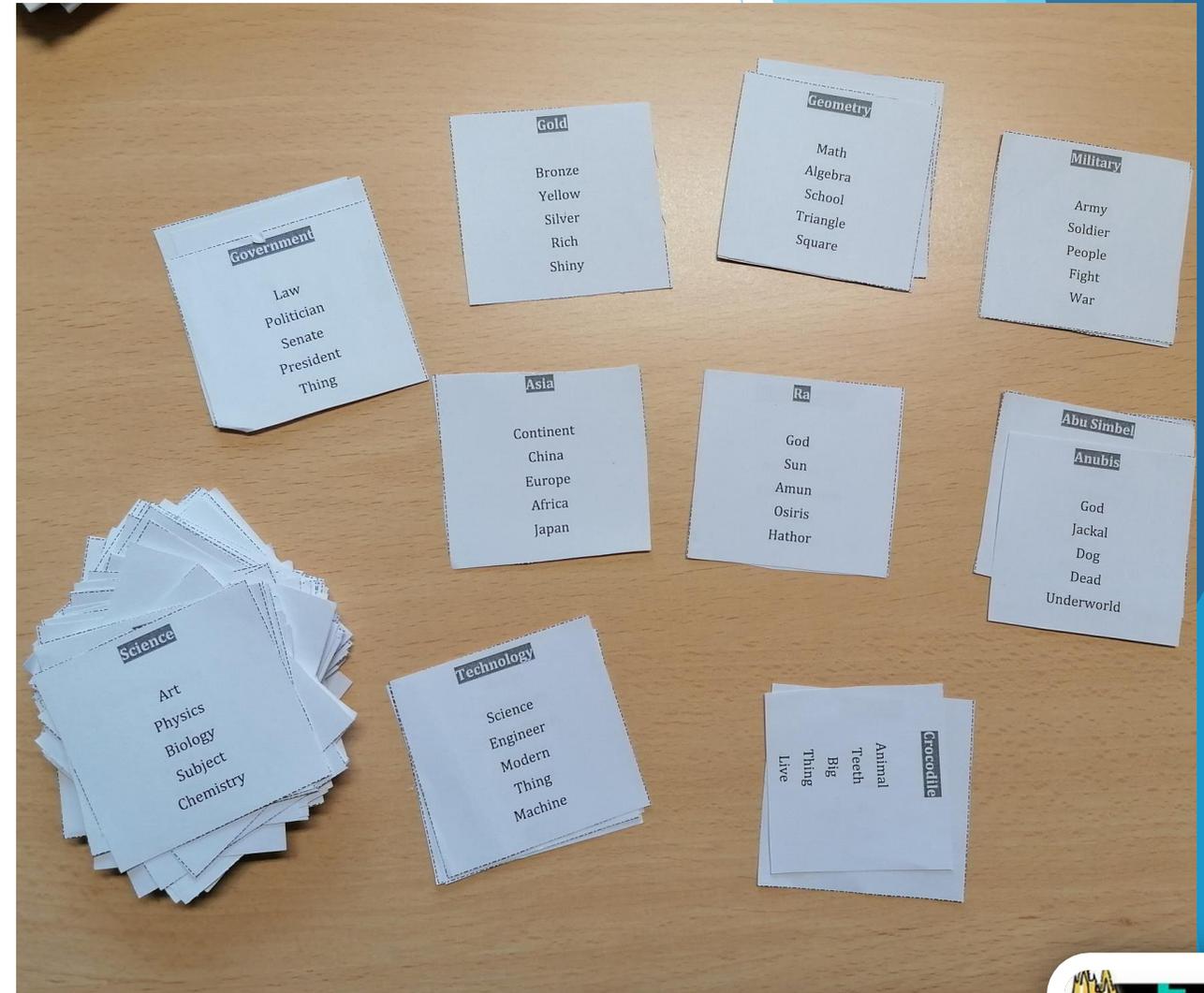
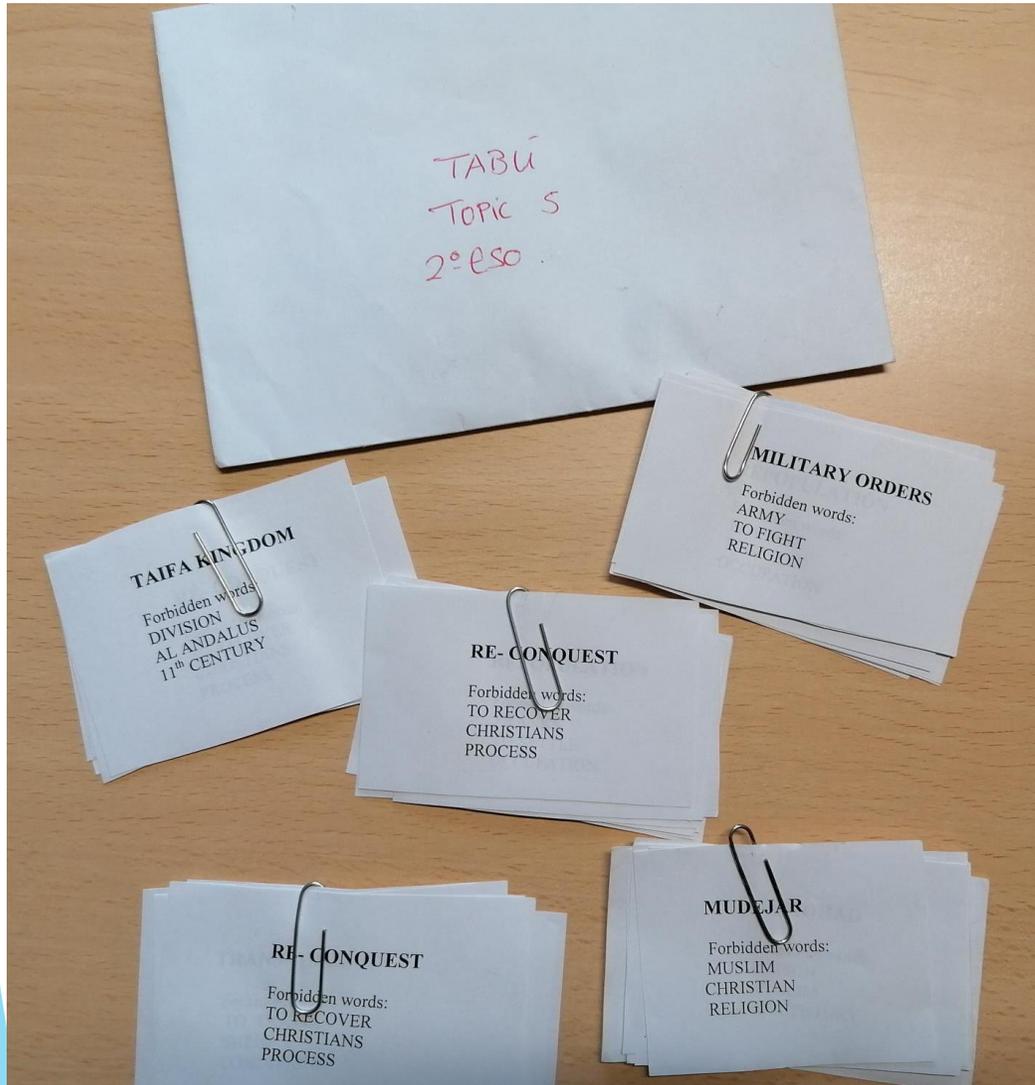
DISTANCE BETWEEN PLANTS:
15cm x 15cm



Double memory cards: reviewing vocabulary



Taboo games





MARIA DEL CARMEN MARTÍN ALONSO
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REUTILIZACIÓN DE MATERIALES DE LOS ALUMNOS

VENTAJAS:

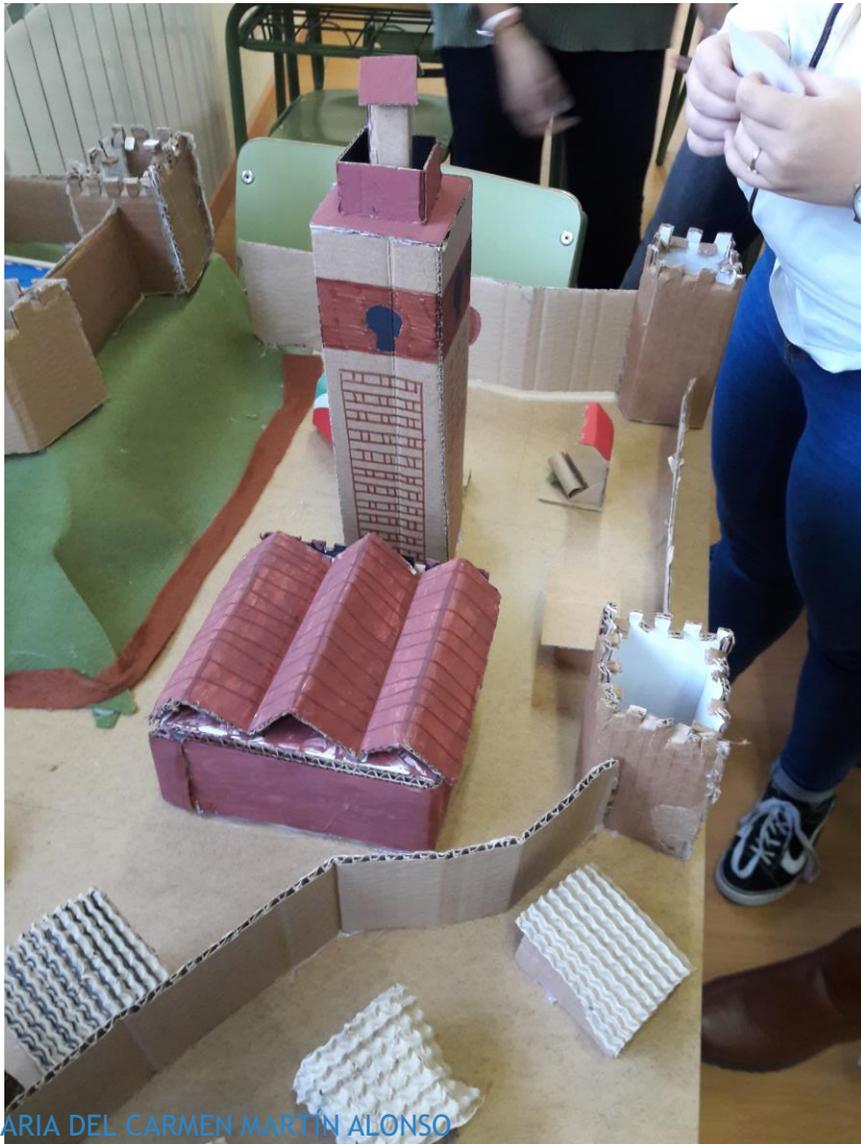
- Ya están elaborados = ahorro de tiempo
- Pueden reutilizarse para usos diferentes a los que fueron creados.

INCONVENIENTES:

- Requieren espacio para su almacenamiento
- Los alumnos no lo ven como algo suyo porque ya lo elaboraron otros.

CATHEDRAL OF SANTIAGO
DE COMPOSTELA

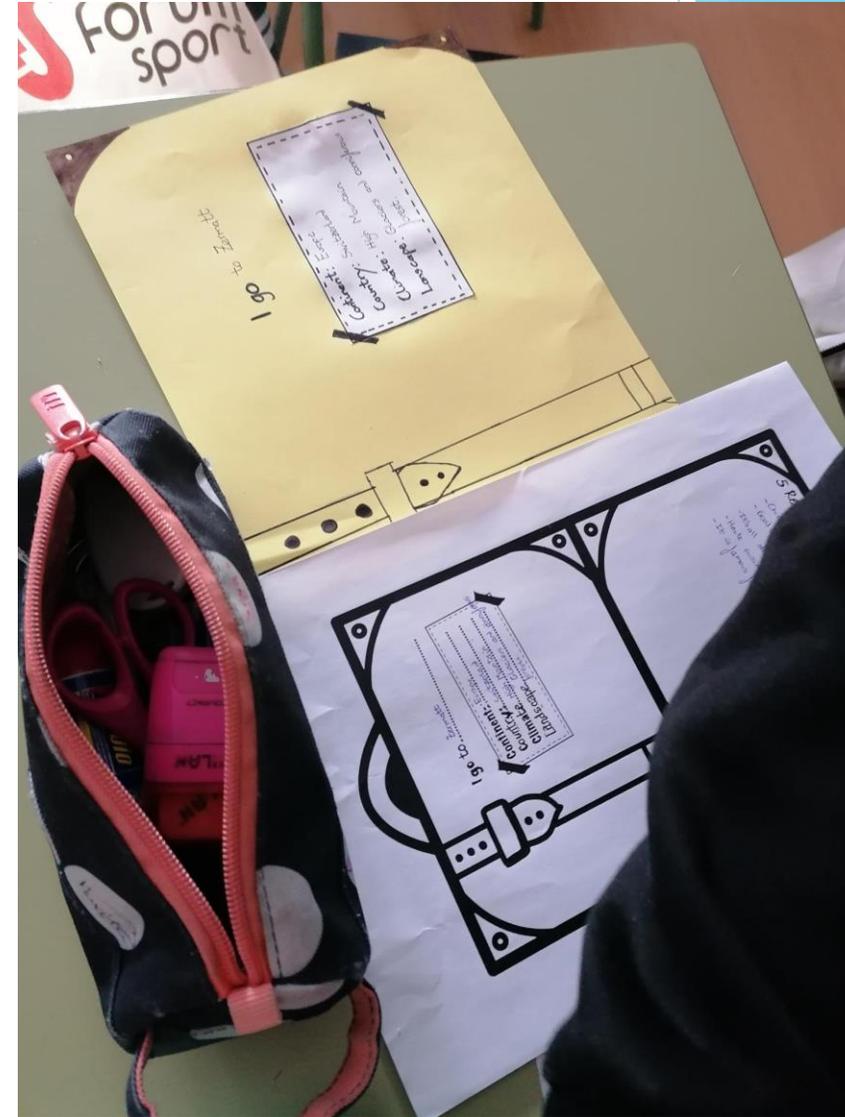
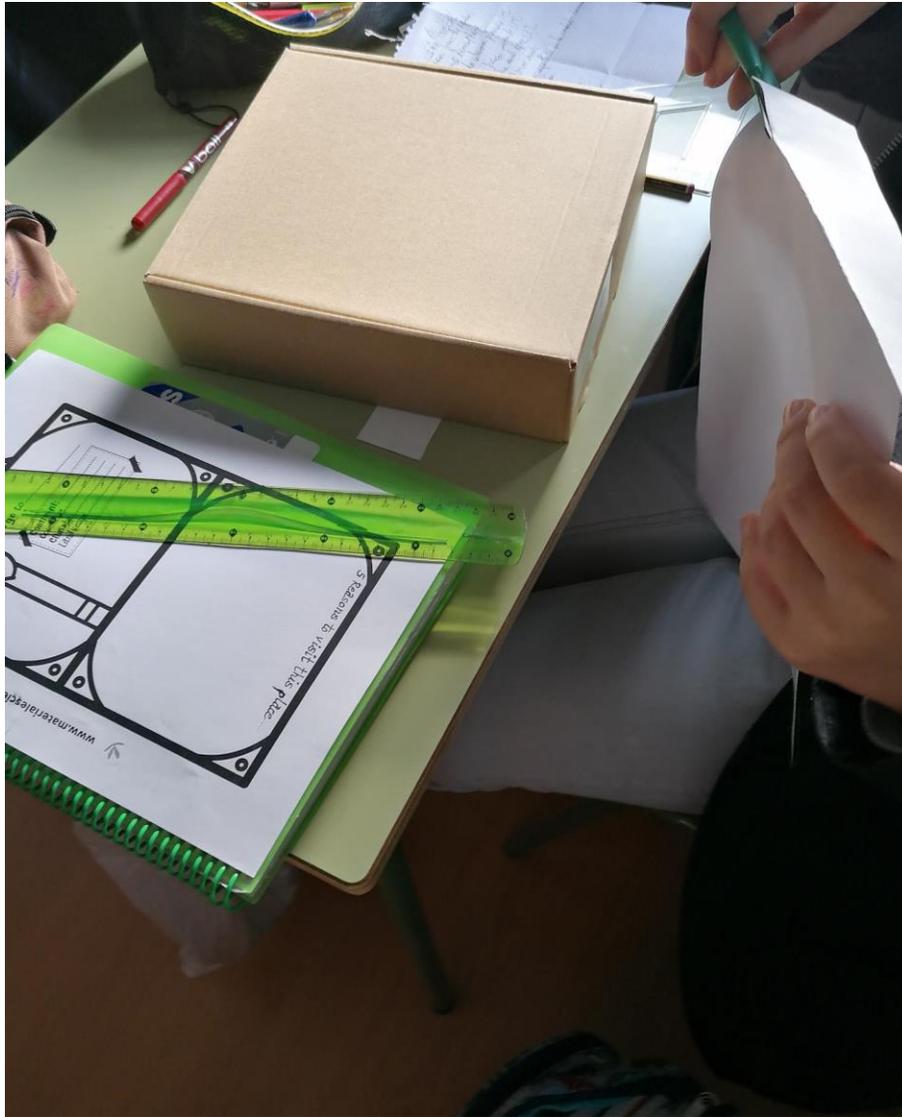
Para las explicaciones de los profesores



DESCRIPTIONS



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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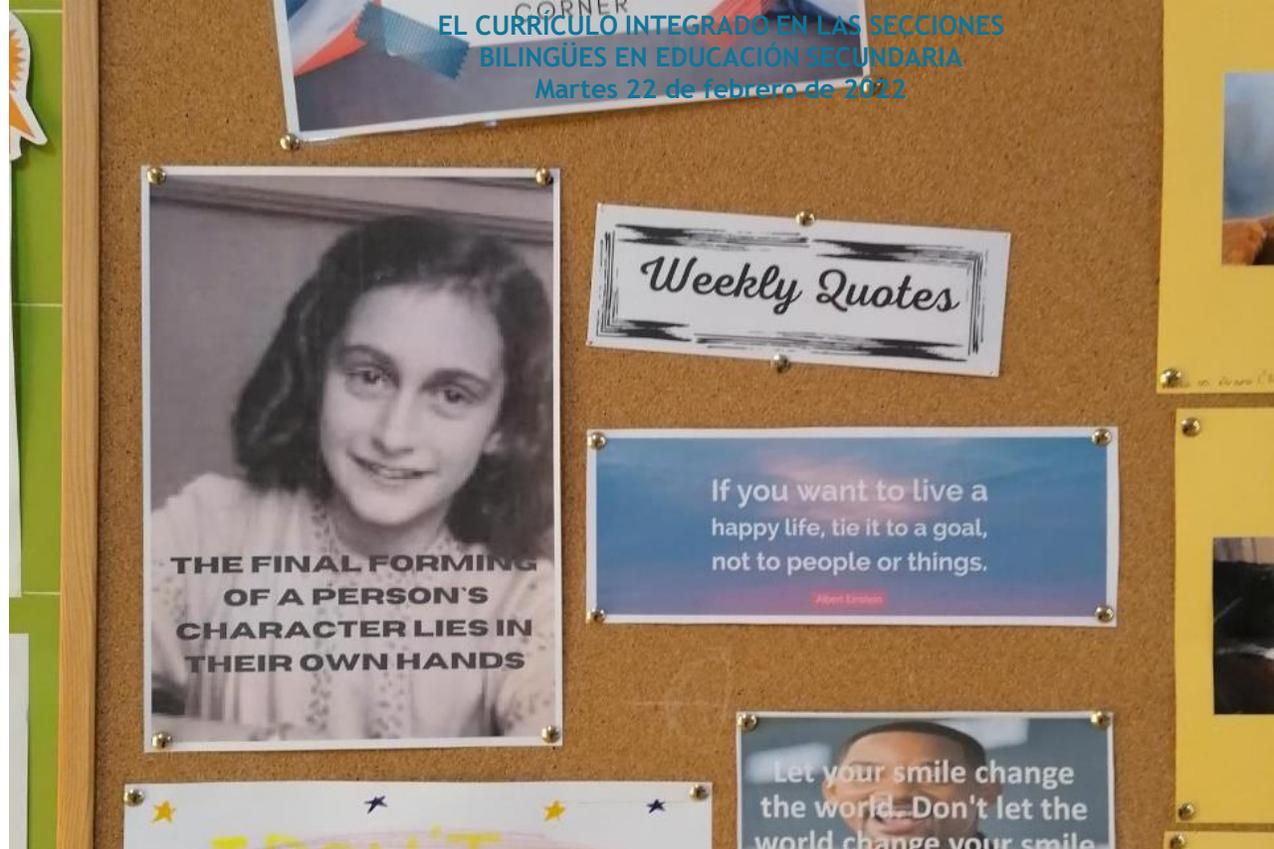


<http://materialescienciasociales.com>



Who is who?





GUESSING

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

Recursos en español: Translanguaging /Rephrasing



Recursos en español: Translanguaging

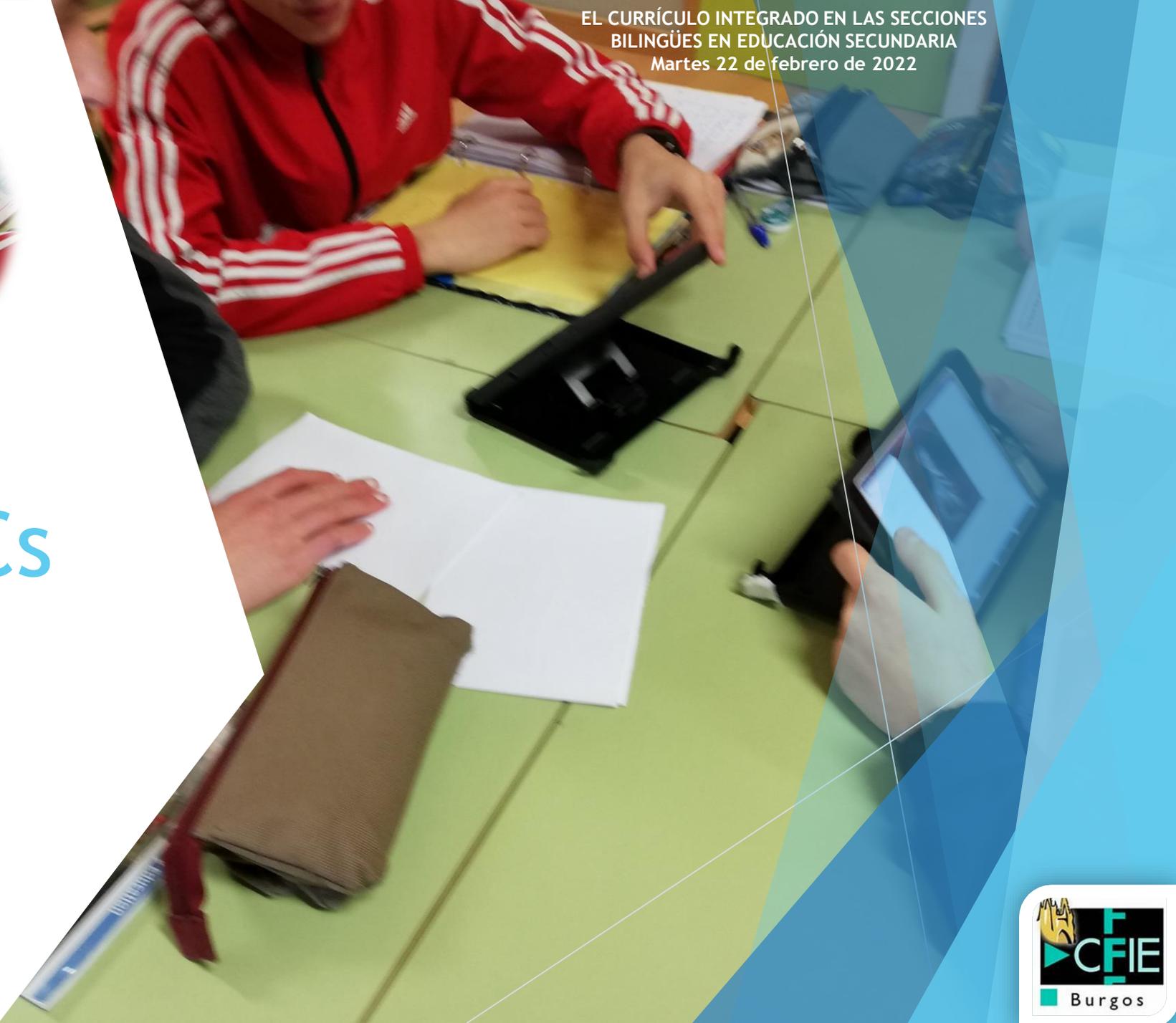




RECURSOS DIGITALES INTERACTIVOS/ DESCARGABLES



TICs



Herramientas para trabajar en compartido



Ventajas:

- Permite el trabajo interdisciplinar y colaborativo inmediato
- Facilita la coordinación docente.
- Facilitan el trabajo en equipo de alumnos y profesores.



Desventajas:

Requiere conocimiento previo de su uso

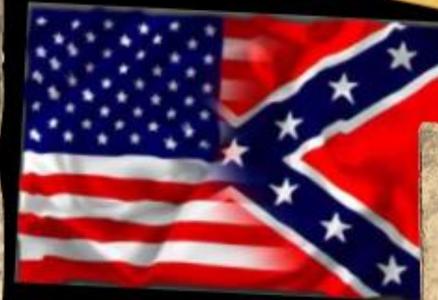


Causes of the Civil War

1861-1865 "The War Between the States"

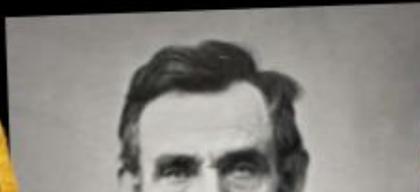


The #1 cause of the Civil War was the issue of Slavery
-South wanted slavery for plantation work
-North gradually abolished slavery, then slowly replaced the slaves with immigrants



Another cause is the Dret Scott Decision (1857)
-Dret Scott wanted to become a citizen but was denied
"no person with African Blood could be a citizen"

The many economic differences between the North and the South also lead to the war. One difference was the North's



Recursos interactivos



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 - Environmental Studies (EVS)
 - Financial Literacy
 - General Knowledge (GK)
 - Geography
 - Geology
 - Grammar

ROMAN EMPIRE

I Write the names of the following Roman civilisations.



I Connect the word with the correct definition.

Impress	It is the capital of the Roman Empire.
More historians	It is the Mediterranean sea for the Romans.
Slaves	They were soldiers from the sea. They are not free.
Master	They are the rich people in Roman society.
Partisans	It is the place where the people meet or where it is market.
Legion	It is the group of Kings, the leader of the empire.

FINISH

The Roman Empire
 Grade/level: Grade 4
 by Saratheteacheronline

Farming in Ancient Egypt

Complete the text with the words in the box.

We grow wheat to make and we also grow barley which we used to make . We also had fruit in our diet and vegetables too. For example, we ate onions and . As I was a pharaoh I could not .

Write the word under the picture.



Farming in Ancient Egypt
 Grade/level: Elementary
 by Gracieuy

THE END OF ROMAN EMPIRE

I Place the names to the correct building.

Colosseum	Colosseum	Colosseum	Colosseum
Colosseum	Colosseum	Colosseum	Colosseum

I Complete the white spaces to complete the text about the end of the Roman Empire.



The end of Roman Empire
 Grade/level: Grade 4
 by Saratheteacheronline

Cells and barns

Select the picture and the sentence.

They live in circular houses.	
They live in rectangular houses.	
They were farmers and workers.	
They have a writing system.	

THE NILE RIVER

The Nile River was very important in the life and society of Ancient Egypt. The Nile provided the Ancient Egyptians with food, transportation, fishing, irrigation, and more.

The Nile River is the longest river in the world. It is over 4,000 miles long. The Nile is located in Northwest Africa and flows through many different biomes, including Egypt, Sudan, Ethiopia, Uganda, and Burundi.

The Nile River flows north through Egypt and into the Mediterranean Sea. Ancient Egypt was divided into two regions, Upper Egypt and Lower Egypt. The Nile is so important in a new because Upper Egypt is to the south and Lower Egypt is to the north. This is because the Nile flows from the south to the north.

The most important thing the Nile provided to the Ancient Egyptians was...

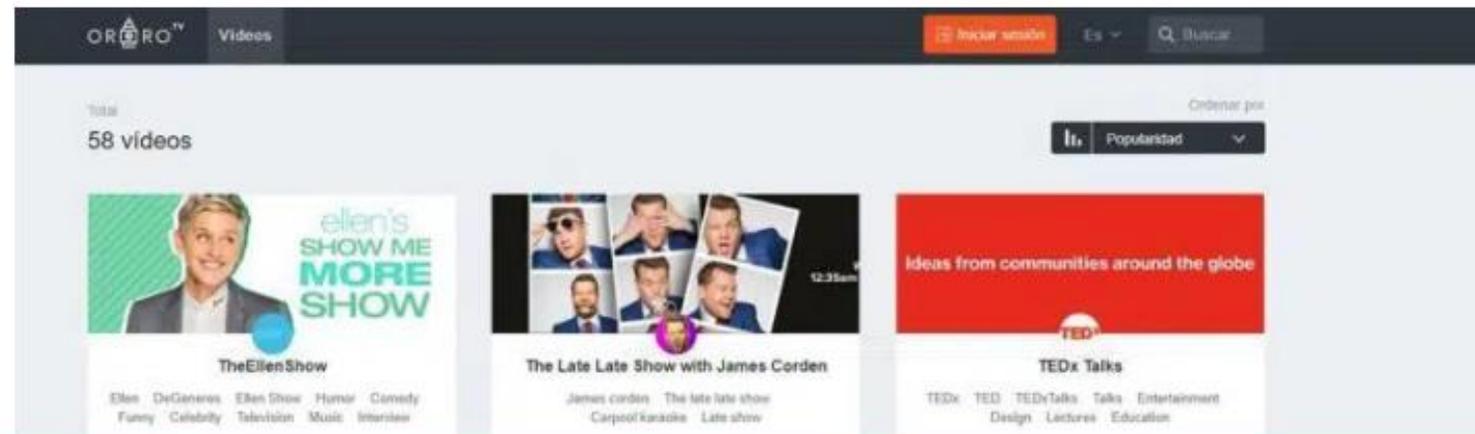
LET'S WRITE WITH HIEROGLYPHS



<https://ororo.tv/es>

Ororo.tv

En esta web se pueden visualizar películas, series, programas de televisión o documentales; todos ellos en versión original. Para facilitar su comprensión, es posible incorporar subtítulos (tanto en inglés como en otros idiomas, incluso dos simultáneos), o la opción de traducir las palabras que se desconocen en el momento. Se pueden visualizar algunos vídeos de manera gratuita, pero funciona por suscripción de un mes, tres, seis, o un año.



<http://www.songsandwords.com/Index>

Songs and words

Incluye una amplia variedad de canciones de distintos géneros musicales acompañadas de su letra. Lo interesante es que permite realizar ejercicios en los que se tienen que completar las palabras que faltan, que son de distinta categoría gramatical. Si el estudiante se registra tiene la posibilidad de añadir canciones a su propia biblioteca y palabras nuevas a un diccionario personal.



The screenshot displays the 'Songs and Words' website interface. On the left, there is a video player for Adele's song 'Hello'. The video player shows a close-up of Adele's face with a play button in the center. Above the video, the title 'Hello' is visible, and below it, the text 'Ver más tarde' and 'Compartir' are present. On the right side of the screenshot, the lyrics for 'Hello' are displayed. The lyrics are: 'Hello, it's me / I was wondering if after all these years / You'd like to meet, to go over everything / They say that time's supposed to heal ya / But I ain't done much healing / Hello, can you hear me? / I'm in California dreaming about who we used to be / When we were younger and free / I've forgotten how it felt before the world fell at our feet / There's such a difference between us / And a million miles'. The words 'was', 'meet', 'go', 'say', 'ain't', 'done', 'hear', 'be', 'were', 'forgotten', 'felt', and 'fell' are highlighted in green, indicating they are missing words for a quiz.

SongsAndWords

Canciones

Canciones Populares
Canciones Infantiles
Canciones 80 y 90
Top Canciones 2022
Canciones Románticas
Lista de Artistas
Mis canciones
Añadir una canción

Aprender

Cuerpo en inglés
Frutas en inglés
Verduras en inglés
Colores en inglés
Números en inglés
Alimentos en inglés
Cocina en inglés
Verbos Irregulares

Palabras

Mi diccionario
Aprende 5 palabras
Repasa tus palabras
Versión Imprimible
Añadir una palabra

SongsAndWords: letras de canciones, vídeos de música, vocabulario en inglés y mucho más.

Busqueda de canción/artista:

ENHANCED BY Google

Buscar



Listen To Your Heart
Roxette



Fluorescent Adolescent
Arctic Monkeys



Come Undone
Duran Duran



Crushcrushcrush
Paramore



Broken ft. Amy Lee
Seether



Crash My Party
Luke Bryan



Pop Goes The World



Perfect Replacement



Issues



**Wholesale
Makeup
Brushes
China**

Cosmetic
Brush
Suppliers, Free
samples to
send if need,
Pls Inquiry now,
Call us now

<https://leocyl.educa.jcyl.es/?locale=es>

INICIO

PLAN DE LECTURA

IDENTIFICARSE



LeoCyL

Biblioteca Escolar Digital de Castilla y León



Especial 8 de Marzo

VER MÁS



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)



Importancia de las Redes Sociales y de los repositorios online



Ventajas:

- Inmediatez.
- Son un recurso que prácticamente hoy todo el mundo usa.
- Los alumnos están muy habituados a ello.



Microsoft Teams



Innovación
y Desarrollo
Docente



Pinterest



pro común
RED DE RECURSOS EDUCATIVOS EN ABIERTO

facebook



Redes Sociales



Ventajas:

- Accesibilidad
- Mensajería inmediata (facilita la coordinación)
- Los alumnos y familias las utilizan habitualmente



Inconvenientes:

- Uso a veces descontrolado de la información.

facebook



Microsoft Teams



Redes sociales para
conseguir recursos
inspiradores o
reutilización de
recursos

Valentine's Day English

sweetie-pie honey darling sweetheart
baby dear sweetie babe love

Phrasal Verbs

check sby out

look at somebody and decide if you like them

chat sby up

flirt with somebody

ask sby out

ask somebody to go on a date with you

turn sby on

excite somebody in a sexual way

fall for sby

fall in love with somebody

go out with sby

be in a relationship with somebody

break up with sby

end a relationship with somebody

get back with sby

restart a relationship with somebody

Idioms

have a thing for sby

to be attracted to somebody

love at first sight

instant love the first time people meet

pop the question

ask somebody to marry you

tie the knot

get married

fall head over heels in love

fall completely in love

be made for each other

two people are a perfect match

be in the doghouse

when a partner is angry with you (you are there)

be on the rocks

likely to fail (due to problems in the relationship)





Ayuda para maestros @Ayuda... · 3d

15 webs para eliminar el fondo de cualquier imagen. ➡

ayudaparamaestros.com/2021/08/15-web... Por @Manu__Velasco

15 webs para eliminar el fondo de cualquier imagen

1. Removebg	8. BgEraser
2. Removal.ai	9. Clipping Magic
3. Background remover	10. Stickermule
4. BackgroundCut	11. Background Burner
5. Cutout.pro	12. PhotoScissors
6. FocoClipping	13. Remove Background
7. PhotoRoom	14. Zyro
	15. Pixlr

ayudaparamaestros.com
@Manu__Velasco

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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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BBC Learning English

20 h · 🌐

¡Es hora de levantarse y aprender algo de inglés!
¡Aquí hay algunos verbos frasales que usan la palabra "poner" para ponerte en... Ver más

⚙️ · Califica esta traducción

5 PHRASAL VERBS

GET UP

Rise from bed
Carla gets up at around 8am.

GET ALONG

Have a good relationship
Santiago gets along really well with his stepfather.

GET OFF

Leave public transport
We're nearly there. Let's get off at the next stop.

GET AWAY

Go somewhere for a holiday
I can't wait for my trip to Brazil. It'll be so nice to get away for a bit.

GET BACK

Have an item returned
Ramon lent his guitar to Ricardo but he hopes to get it back soon.



5 PHRASAL VERBS

Put the correct phrasal verb in the blank space:

2. THE SMITH FAMILY
_____ REALLY WELL
TOGETHER.



bbclearningenglish.com

5 PHRASAL VERBS

Put the correct phrasal verb in the blank space:

1. AFTER STUDYING HARD,
JO WANTS TO _____
AND RELAX AT THE
BEACH FOR A FEW DAYS.



5 PHRASAL VERBS

Put the correct phrasal verb in the blank space:

3. WE'RE CLOSE. LET'S
_____ AT THE NEXT

2 más



bbclearningenglish.com





speakenglishbr
Boa Viagem, Pernambuco, Brazil

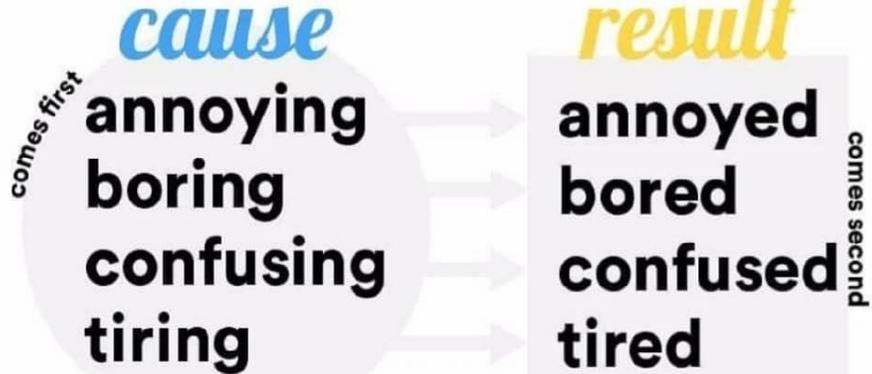
Seguir



SPEAK
English

English tip

adjective endings



A hot bath is relaxing.



This guy is relaxed.



That noise is very annoying.
His lessons are quite boring.
The plot of the book is confusing.
The long flight was very tiring.

As a result, I am annoyed.
His students are often bored.
I was very confused by the plot.
I'm tired as a result of the flight.



CORK ENGLISH TEACHER



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

EL CURRÍCULO INTEGRADO EN LAS SECCIONES
BILINGÜES EN EDUCACIÓN SECUNDARIA
Martes 22 de febrero de 2022



58% 18:56

Inicio



una nueva era. Distinta a hora del tráfico...

Ver los 153 comentarios



cambridgespain



WINTER CLOTHES

Woollen hat

Gorro de lana

Beret

Boina

Woollen jumper

Jersey de lana

Earmuffs

Orejeras

Fleece

Forro polar

Gloves

Guantes

Raincoat

Impermeable

Trousers

Pantalón

Wellington boots

Botas de agua

Coat

Abrigo

Mittens

Manoplas

Stockings

Medias

Boots

Botas

Intermediate B1-B2



GENDER ISSUE - VOCABULARY

When we use a gender-neutral noun

(STUDENT)



We have a choice of pronouns

We know the student is a man or a woman

If we do not know, or do not want to specify the gender of the person

We can refer to them as **he** or **she**

We can use **they, them, their, themselves:**

The student failed **her** exam.

If a student fails **their** exams, **they** will usually get a chance to resit.

Advanced C1-C2

CAMBRIDGE UNIVERSITY PRESS

IDIOMS FOR M

(To) Play Second Fiddle

To play a subordinate role to someone



All That Jazz

Similar things, similar qualities, et cetera



Chin music

Meaningless talk



Face the music

Dealing with consequences of one's actions



Ring a bell

When something seems familiar



Sing a Different Tune

Change your opinion



For a song

Buying or selling something at a very cheap price.



Animal Idioms

the lion's share

the largest part

smell a rat

suspect that something is wrong

a can of worms

a very difficult problem

gets your goat

makes you angry

at a snail's pace

very slowly

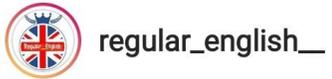


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... mas

Ver los 12 comentarios

Hace 4 días · Ver traducción



1. Salutation

3/10

Good Morning Mr. (last name)

Hello Ms. (last name)

Dear Ms. (last name)

Mr. (last name) A very good morning!

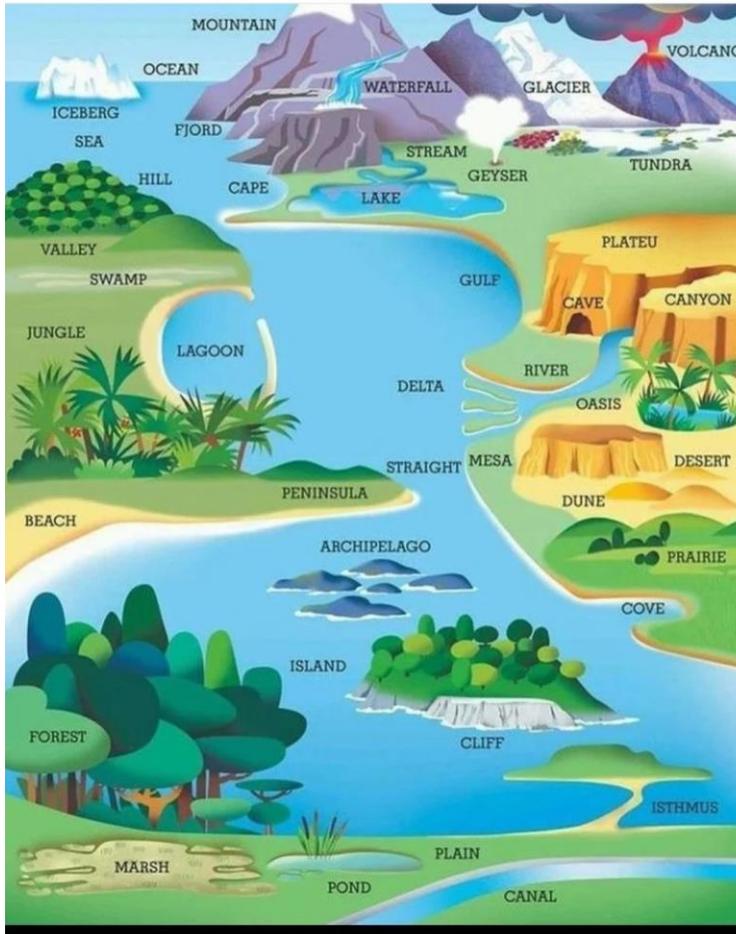
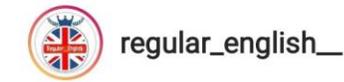
Hey! (first name)



@grammar_englis



MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)



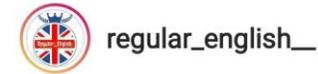
2.572 Me gusta

regular_english_ Share this post with your friends



14 Me gusta

pprimor ¡Gloria lo ha vuelto a hacer!
🤔 Gloria apuesta por su fantasía de pe... más



2.641 Me gusta

regular_english_ Follow-@regular_english_





tarrodeidiomas

Seguir



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81,1k seguidores

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Laura Caldas

CoFundadora de @kumubox

Profe de idiomas

Recursos Gratuitos

Ideas, consejos...

Hola@eltarrodelosidiomas.com

#clastrodeig

Links

smart.bio/tarrodeidiomas



teachingteacup, cambridgespain, the.teachest y 5 personas más siguen esta cuenta

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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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Inicio

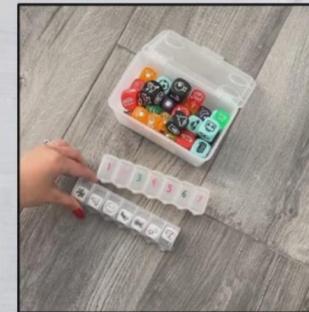
EL CURRÍCULO INTEGRADO EN LAS SECCIONES
BILINGÜES EN EDUCACIÓN SECUNDARIA
Martes 22 de febrero de 2022



parentesis.educacion



tip para DADOS



No se pierden

Usos en clase



Escribir / contar una historia

Practicar vocabulario



10.939 reproducciones • Le gusta a teachingteacup

parentesis.educacion Datos!

Venga, así me animo más a llevarlos al... más

Ver los 46 comentarios



Añade un comentario...

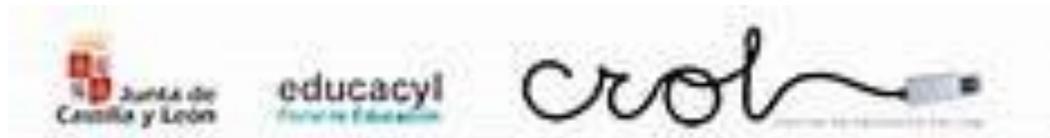


Hace 2 días



Repositorios online

- Ofrecen recursos ya elaborados que podemos usar y adaptar a nuestras clases.
- En ocasiones no son gratuitos y hay que pagar por ellos



pro común
RED DE RECURSOS EDUCATIVOS EN ABIERTO



**Innovación
y Desarrollo
Docente**



Pinterest

CROL en educacyl

Junta de Castilla y León

educacyl Portal de Educación

crol CENTRO DE RECURSOS ON-LINE

Buzón de sugerencias

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Centro de recursos online

Espacio web con recursos educativos organizados curricularmente y espacios temáticos diferenciados. Todos los recursos alojados en esta web son para su difusión y para compartir con la Comunidad Educativa. No se reconocen como publicaciones al no disponer de ISBN.

- UNIDADES DIDÁCTICAS
- PIZARRA DIGITAL
- ESPACIOS WEB
- EDUCACIÓN INCLUSIVA
- BÚSQUEDA CURRICULAR
- MATERIAL MULTIMEDIA
- CAPACITACIÓN DOCENTE
- EXPERIENCIAS DIDÁCTICAS E INNOVADORAS

CENTRO DE RECURSOS ONLINE (CROL)



Espacio web con recursos educativos catalogados curricularmente y espacios temáticos diferenciados.

[Acceder a CROL](#)

RECURSOS POR ETAPAS



INFANTIL

Ed. Infantil

Espacio dirigido al alumando de educación Infantil

[Acceder](#)



PRIMARIA

Ed. Primaria

Actividades y Juegos para alumnos de educación Primaria

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Ed. Secundaria

Actividades y Juegos para alumnos de educación Secundaria

[Acceder](#)



OTRAS
ENSEÑANZAS

Otras Ens.

Espacio destinado a alumnos de enseñanas No Obligatorias

[Acceder](#)

The image shows a website interface designed to look like a corkboard. At the top, there's a header with a blue banner that says "Zona de alumnos secundaria" (Secondary students zone) and a drawing of a person in a wheelchair. To the right, there's a "Mapa Web" (Web Map) button and the logo of the "Junta de Castilla y León". Below the header, there's a login section with fields for "usuario" (username) and "clave" (password), and a red "entrar" (login) button. To the right of the login fields are links for "otros temas" (other topics) and "zona juegos" (game zone). On the left side, there's a vertical menu with colorful tabs for different subjects: "verano" (summer), "lengua castellana" (Castilian language), "matemáticas" (mathematics), "idiomas" (languages), "ciencias de la naturaleza" (natural sciences), "biología" (biology), and "ciencias sociales" (social sciences). The main content area is a corkboard with a purple grid background. A green sticky note at the top says "Destacamos..." (We highlight...). Below it, there are four white sticky notes with torn edges, each featuring a small image and text: 1. "Vacaciones de verano 2016" with a portrait of a man. 2. "Don Quijote - IV Centenario" with a cartoon character. 3. "El Quijote" with a windmill and the text "La obra, imágenes y actividades." 4. "Al aire libre" with a drawing of a girl. At the bottom right, there's a blue sticky note that says "Descubre..." (Discover...). The entire interface is set against a background of a corkboard with a spiral notebook on the left.

Blog bilingüe del CFPI de Valladolid

es seguro | cfpidiomas.centros.educa.jcyl.es/sitio/index.cgi?wid_seccion=19

Junta de Castilla y León

Centro de Formación del Profesorado en Idiomas

inicio noticias contacto

 sitio web

- NUESTRO CENTRO
- SECRETARÍA VIRTUAL
- FORMACIÓN
- INNOVACIÓN E INVESTIGACIÓN
- DIGITALIZACIÓN
- INTERNACIONALIZACIÓN
- DETECCIÓN DE NECESIDADES
- RECURSOS DE IDIOMAS Y OTROS ENLACES DE INTERÉS**
- ENGLISH LANGUAGE RESOURCES
- RECURSOS DE IDIOMAS 2.0

RECURSOS DE IDIOMA ENLACES DE INTERÉS

EN LA SECCIÓN ENLACES DE INTERÉS CONTRARÉIS ENLACES A RECURSOS DE IDIOMAS DE GRAN INTERÉS PARA DOCENTES Y CENTROS EDUCATIVOS DE CASTILLA Y LEÓN.

Blog bilingüe del CFPI de Valladolid

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- INVESTIGACION
- DIGITALIZACIÓN
- INTERNACIONALIZACIÓN
- DETECCIÓN DE NECESIDADES
- RECURSOS DE IDIOMAS Y OTROS ENLACES DE INTERÉS**

EN LA SECCIÓN DE LA IZQUIERDA ENCONTRARÉIS ENLACES A RECURSOS DE IDIOMAS DE GRAN INTERÉS PARA TODOS LOS DOCENTES Y CENTROS EDUCATIVOS DE CASTILLA Y LEÓN.



- ENGLISH LANGUAGE RESOURCES
- RECURSOS DE IDIOMAS 2.0
- RECURSOS PARA DOCENTES BILINGÜES DE INGLÉS, FRANCÉS, ALEMÁN Y PORTUGUÉS
- BITÁCORA DEL CFPI
- BLOGS DE ACTIVIDADES FORMATIVAS CFPI
- CANAL DE YOUTUBE DE VÍDEOS EDUCATIVOS DE IDIOMAS

 Enlaces Institucionales

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

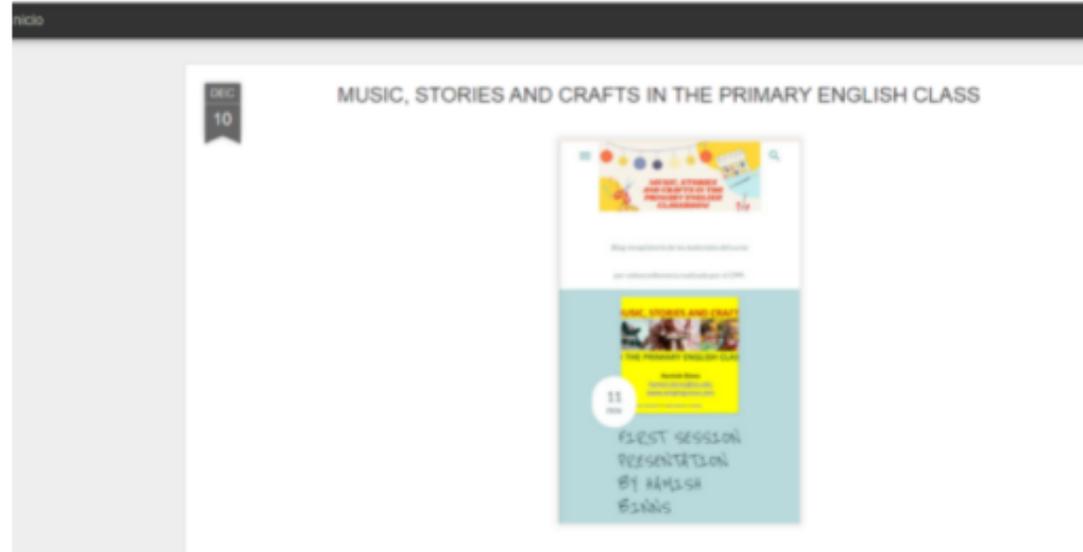
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**METABLOGS CON TODOS LOS BLOGS CREADOS POR EL EQUIPO ASESOR DEL CFP IDIOMAS
CON LAS ACTIVIDADES FORMATIVAS DE CADA CURSO ESCOLAR.**

EN ELLOS PODRÉIS ENCONTRAR VALIOSOS RECURSOS EDUCATIVOS.

BLOGS DEL CURSO 2021-2022

ACTIVIDADES DEL CFPI CURSO 2021-2022



DETECCION DE
NECESIDADES

RECURSOS DE IDIOMAS Y
OTROS ENLACES DE
INTERÉS

ENGLISH LANGUAGE
RESOURCES

RECURSOS DE
IDIOMAS 2.0

RECURSOS PARA
DOCENTES BILINGÜES
DE INGLÉS, FRANCÉS,
ALEMÁN Y PORTUGUÉS

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Blog bilingüe del CFPI de Valladolid



BLOG DEL CURSO 2020-2021



BLOGS DE ACTIVIDADES FORMATIVAS CURSO 2019-2020



BLOGS DE ACTIVIDADES FORMATIVAS CURSO 2018-2019



BLOGS DE ACTIVIDADES FORMATIVAS CURSO 2017-2018



Blog bilingüe del CFPI de Valladolid

ACTIVIDADES CFPI CURSO 20-21

buscar

Snapshot ▾ | [Página principal](#)



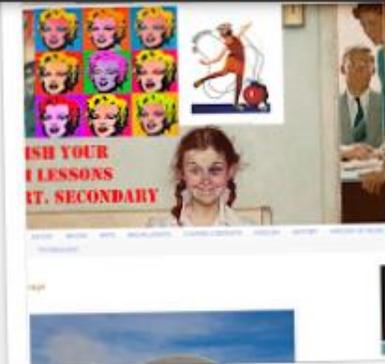
GT PLC INNOVA



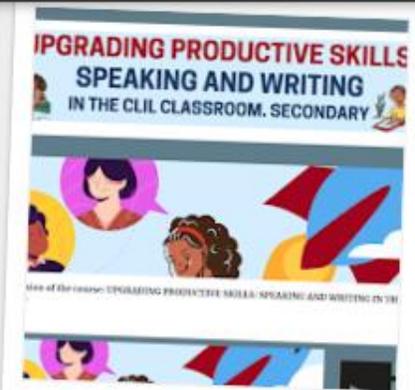
LEARNING SPACES



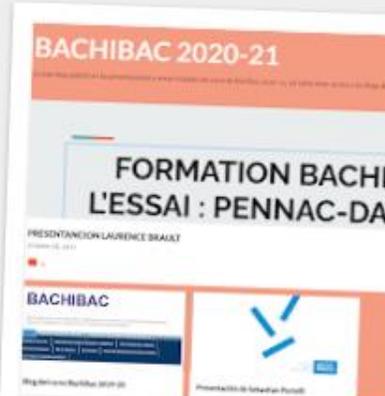
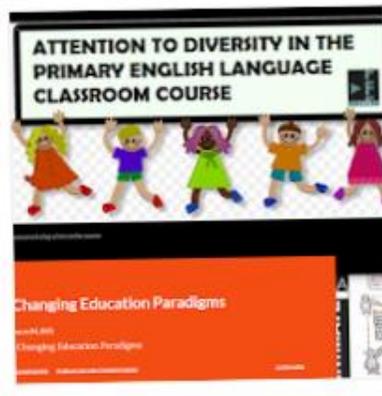
LA SIMULATION GLO



EMBELLISH YOUR EN



UPGRADING PRODUI



Tema Vistas dinámicas. Con la tecnología de [Blogger](#).

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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

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Primary and Secondary Education

Exercises, Web-based Materials, Workshops and links for Teaching and Learning. WebQuests
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<http://www.isabelperez.com/>

★ Monthly Topics: Halloween | About this site

ESL CALL Methodology

WebQuests (español/English)

WebQuests (recursos/resources)

WebQuests / Treasure H (Taller)

WebQuests for second languages

Workshops / Talleres (esp-eng)

Bookmarks/ Blogs/ Webtasks/

Wikis/ Podcasts/ Tareas

Dinamización de centros TIC

Hot Potatoes / TIC, ICT / PhWien ■

CLIL/ Clil-PBL/ CLIL ■ / CLIL-TIC. ■

Students' & school Projects

2Bach C / 3eso D / 1Bach

Etwinning projects

Wirving WQ / old projects&blogs

Coordinación Bilingüe / J Hattie

CALL, New Technologies, TICs

Software, tools, audio, images.

ESL My own materials

Specific Exercises

Grammar, Voc & Culture Exercises

The **Happy Verby gang**

Reading & Writing Exercises

Teaching with Songs 🎵 🎵 **NEW!**

Web-Based Activities 🤖

Browsing & Treasure hunts

WebQuests & other projects

Actividades de mis talleres

Web Learning Tube 📺

Primary: Line 1, Line 2,...

Secondary: Route 1, Route 2, ...

Other Classroom Resources

Holidays & other cultural topics

Surveys: drugs, christmas, etc.

Selectividad / Otura delicious /videos

ESL Selected Links

Specific Materials

Links for Teaching & Learning English

Vocabulary & Reference Sites

Penpals / Podcasts, blogs, video

Others: French, ELE, German.....

Authentic Materials & Edu-Portals

News, music, films, sport, etc.

Education portals / Miscellaneous

CLIL / AICLE / Plurilingüismo ■ ■

CLIL Resources / CLIL Materials

Other Links

Mindfulschool / MiSP / my school

Myblog / Travel Blog / Study Visit

CV & personal details

My schools /Andalusia/ Spain

My delicious / Diigo / CLIL-ICT deli/

<https://intef.es/recursos-educativos/>



Buscar ...

QUIÉNES SOMOS FORMACIÓN Y COLABORACIÓN RECURSOS EDUCATIVOS TECNOLOGÍA EDUCATIVA ACTUALIDAD

Recursos educativos



procomún

Red de Recursos Educativos en Abierto

Procomún

Red de recursos educativos abiertos, donde poder buscar, visualizar y descargar objetos de aprendizaje en formatos estándar y con licencias de uso abiertas. Integra una red social que facilita la interacción con otros usuarios, creando comunidades, compartiendo, valorando y recomendando todo tipo de recursos educativos. Incorpora tecnología semántica que la vincula con otras redes digitales similares.

<https://intef.es/recursos-educativos/la-aventura-de-aprender/>

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https://formacion.intef.es/pluginfile.php/52901/mod_imscp/content/2/materiales_y_recursos_especificos_aicle.html

Materiales y recursos específicos AICLE

En la anterior taxonomía hemos establecido la división de los materiales didácticos en **recursos de contenido de materia no lingüística** (ciencias, geografía, matemáticas, etc.) y contenidos específicos de lengua. En el presente apartado hablaremos de los primeros.

Por otra parte, en apartados previos hemos respondido a la pregunta de cómo encontrar recursos para usarlos en el aula AICLE y de los principales repositorios de REA. **La gran mayoría de estos REA y recursos educativos no están pensados para AICLE.** No existen repositorios de materiales propiamente AICLE como tal, aunque algunos portales educativos sí incluyen contenidos AICLE. Este es uno de los reclamos más importantes del profesorado AICLE.

1. ¿Dónde podemos encontrar unidades de contenido AICLE que se hayan elaborado como tal?

He aquí algunos de los sitios que conocemos donde podemos encontrarlos, la mayoría en inglés, algunos en francés y nada específico de materiales AICLE de español como L2:



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- Unidades AICLE de la Junta de Andalucía, para francés, alemán e inglés y para niveles de primaria y secundaria.
- Materiales AICLE en el portal catalán Xtec diseñados por profesores en **licencias** y en **estancias** en el Reino Unido.
- Otro materiales bilingües de primaria inglés y secundaria francés de la Junta de Andalucía (2006)
- Unidades didácticas del Proyecto Conbat+ (European Centre for Modern Languages)

Aquí hemos enlazado algunos ejemplos, la mayoría en inglés pero para buscar más podemos usar la búsqueda avanzada de Google y especificar el tipo de archivo que buscamos, es decir, el tipo de extensión (ej. pdf, ppt, swf, etc.) o el tipo de actividad (ej. *flashcards*).

Por otro lado, además de los portales educativos que ya exploramos en un apartado anterior, en [inglés](#), en [español](#), en [francés](#), existen numerosos sitios destinados a la enseñanza de una determinada materia y que puedes explorar según la materia de tu interés y la L2.

En los siguientes enlaces podéis dar un paseo por este tipo de recursos:

En Inglés:

[Portales educativos y sitios de recursos generales en inglés](#)

[Matemáticas, Física, Química, etc.](#) , [Ciencias naturales, Biología, etc](#), [Educación Física, Geografía, Historia, Literatura, Plástica, Filosofía, etc.](#)

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<http://bilinguex.blogspot.com/2015/07/aicle.html>

Blog de recursos bilingües de Extremadura.



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COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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Información Proyecto English Art Geography/History Maths Science/Biology Technology Music ICT R.E.

P.S.H.E P.E. AICLE Dictionaries Rúbricas Herramientas Web 2.0 Apps Educativas The Flipped Classroom

Este blog está diseñado para ayudar al profesorado de las secciones bilingües en inglés, en su búsqueda de nuevos recursos para el aula. En el mismo, aparecerán desde recursos concretos para las distintas áreas, como herramientas web 2.0, aplicaciones educativas y nuevos enfoques metodológicos.

► <http://m.proyectolingüístico.webnode.es/cil/cil>

Orientaciones sobre el Currículo Integrado con diferentes proyectos y publicaciones sobre el tema.

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CIL

El **Curriculum Integrado de las Lenguas (CIL)** pretende que todas las lenguas se enseñen como una sola. Sean lenguas vivas o muertas, el alumnado se ve continuamente expuesto a enseñanza de lenguas que se dan la espalda una a otra. Integrar la enseñanza de todas ellas como si fueran variantes de una misma enseñanza es el objetivo del Curriculum Integrado de las Lenguas.

- [Introducción al Curriculum Integrado de las Lenguas: definición y principios](#), presentación de Víctor Pavón.
- [Curriculum Integrado](#), documentos de la Junta de Andalucía en Averroes.
- [Diseño del Curriculum Integrado](#), presentación de Antonio Roldán.
- [Gramática contrastiva](#), puntos de contraste entre inglés y español y otras lenguas, documentos en Educamadrid.
- [Curriculum Integrado de las Lenguas y Proyecto Lingüístico de Centro](#), presentación de Elisa López.
- [Descriptor de la competencia comunicativa](#), tabla de Mercedes Laguna.
- [Secuencias didácticas en las Áreas No Lingüísticas \(ANL\)](#), presentación de Toñi Gómez Vidal.
- [Experiencias, buenas prácticas y métodos de evaluación en Curriculum Integrado de las Lenguas](#), presentación (versión resumida) de Colette Laigle.
- Las tres presentaciones anteriores junto con la crónica del [Curso Todas las lenguas en una sola](#), curso que organizamos, post de blog de Miguel Calvillo.
- [Curriculum Integrado de las Lenguas: propuesta de secuencias didácticas](#), documento de texto de la Junta de Andalucía. Incluye nociones metodológicas y muestras de secuencias para todos los cursos de primaria y ESO. Más [secuencias CIL para bachillerato](#) de la Junta de Andalucía.

El vídeo no está disponible
Este vídeo ya no está disponible porque se ha cancelado la cuenta de YouTube asociada a él.

<https://www.ayudaparamaestros.com/2017/11/recursos-para-áreas-bilingües.html>



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* Todos los recursos que aquí se presentan están indicados para trabajar con los cursos de

1. Web oficial de Naciones Unidas sobre este día: en ella podéis encontrar información, recursos, documentos, enlaces, etc.

* El vídeo es un gran recurso pedagógico que llega de forma directa a nuestros alumnos. Para reflexionar sobre este tema, se pueden visualizar algunos de los siguientes vídeos. En la continuación iniciar un diálogo sobre lo que les ha suscitado.

2. Vídeo "Mujeres molonas".

3. Vídeo "¿Sabes lo que es la igualdad de género?"

3. Vídeo "¿Sabes lo que es la igualdad de género?"

4. Vídeo "Rap en lucha por la igualdad".

5. Spot contra la violencia de género.

6. Anuncio "Ni media broma".

7. Vídeo "Violencia de género - ¿Cuándo se aprende?"

8. Rap de El Chojín "Respétate, respétame".

9. Vídeo "Comparte el trabajo doméstico".

* En las siguientes páginas podéis encontrar recursos y vídeos sobre igualdad de género y la violencia contra la mujer:

10. Adolescentes sin violencia de género.

11. Educar en igualdad.

12. Enrédate sin machismo.

13. Mujeres que cambian el mundo.

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Publicado por Manu Velasco en 0:00 No hay comentarios

Etiquetas: Día Internacional de la Mujer, Educación en

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A map of Europe with several text boxes overlaid. The text boxes contain historical information: "Germany was not allowed to unite with Austria.", "Poland was created from German, Russian and Austro-Hungarian territory.", "Austria-Hungary was split into separate countries: Austria, Hungary, Yugoslavia, Bulgaria, Rumania, Czechoslovakia.", "German colonies were made into mandates, to be run by...".

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En LinguaFrame apostamos por la innovación y la creatividad, unidas a un compromiso por la calidad. Nuestras publicaciones incluyen una gran oferta de libros de texto en inglés para centros bilingües, además de libros de lectura graduada.

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<http://www.juntadeandalucia.es/educacion/webportal/web/portal-de-plurilinguismo/recursos-materiales/material-aicle>

The screenshot shows the 'plurilingüismo' website interface. At the top, there are logos for the European Union, the Junta de Andalucía, and the slogan 'Andalucía se mueve con Europa'. A navigation bar contains links for 'Centros bilingües', 'Recursos y Materiales', 'Erasmus +', 'Auxiliares conversación', 'Normativa', and 'Otras lenguas'. The main content area is titled 'Recursos y Materiales' and includes a breadcrumb trail: 'Estás en: Inicio > Recursos y Materiales > Material AICLE'. A sidebar on the left lists 'Opciones destacado' with several items, including 'Material AICLE' which is expanded to show 'Secuencias AICLE' and 'Secuencias AICLE elaboradas por el profesorado en los CEPs'. The main content area features a large graphic for 'AICLE SECUENCIAS DIDÁCTICAS' for 'Educación Primaria y Secundaria', with the words 'Deutsch', 'English', and 'Français' written in a stylized font below it.

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 - ◆ Secuencias AICLE
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ESL Vocabulary Games



FREE

Bluff

ESL Vocabulary Game - Speaking Activity - Elementary and above - 15 minutes

In this fun vocabulary game, students bluff an opposing team by standing up to give definitions for words they don't know. Divide the students into two teams. Give one team a word to define. All the students in the team who know the definition stand up. Students can also stand up if they don't know the definition to help their team score more points, but if they are chosen to define the word their team loses points. A student on the other team then selects one of the standing students to define the word. If the student's definition is correct, one point is awarded to the team for each person standing. If the student's definition is wrong, one point is deducted from the team for each person standing. Then, give the other team a word to define and so on. Have a different student choose someone to give a definition each time and don't let teams pick the same student to define a word two rounds in a row. The game continues until all the vocabulary has been covered. The team with the most points at the



TEACH THIS ESL VOCABULARY GAMES
Bluff

Activity Type
Speaking activity, group work

Language Focus
Vocabulary revision

Aim
To define words

Preparation
None

Level
Elementary and above

Time
15 minutes

Introduction
In this entertaining vocabulary game, students bluff an opposing team by standing up to give definitions for words they don't know.

Procedure
Divide the students into two teams.
Give one team a word to define.
All the students in the team who know the definition stand up. Students can also stand up if they don't know the definition to help their team score more points, but if they are chosen to define the word their team loses points.
A student on the other team then selects one of the standing students to define the word.
If the student's definition is correct, one point is awarded to the team for each person standing.
If the student's definition is wrong, one point is deducted from the team for each person standing.
Then, give the other team a word to define and so on.
Have a different student choose someone to give a definition each time and don't let teams pick the same student to define a word two rounds in a row.
The game continues until all the vocabulary has been covered.
The team with the most points at the end of the game wins.
As a variation, instead of asking the students to define a word, you could ask a question, get the students to use the target vocabulary in a sentence, ask them to spell a word, etc.

Cultural Celebrations ESL Activities and Worksheets

A1-A2

B1

B2



Tanabata

ESL Tanabata Activity - Reading, Matching and Writing - Elementary (A2) - 25 minutes

In this cultural celebrations activity, students learn about the Japanese festival of Tanabata and take part in one of the traditions by writing wishes on a tanzaku. First, students work together to complete sentences about the



Good Times

ESL Celebrations Activity - Writing, Listening and Speaking - Intermediate (B1) - 35 minutes

In this free cultural celebrations activity, students talk about personal and public celebrations they have throughout the year. Working alone, students write down all the celebrations they have throughout the year in a monthly calendar on the worksheet and make notes on how they celebrate each one. In pairs, students then take it in turns to interview their partner about the celebrations, e.g. 'Do you celebrate anything in January?' Students also ask follow-up questions about each celebration to gain as much information as possible, e.g. 'How do you celebrate Valentine's Day?' Afterwards, students give feedback to the class on one of their partner's celebrations.

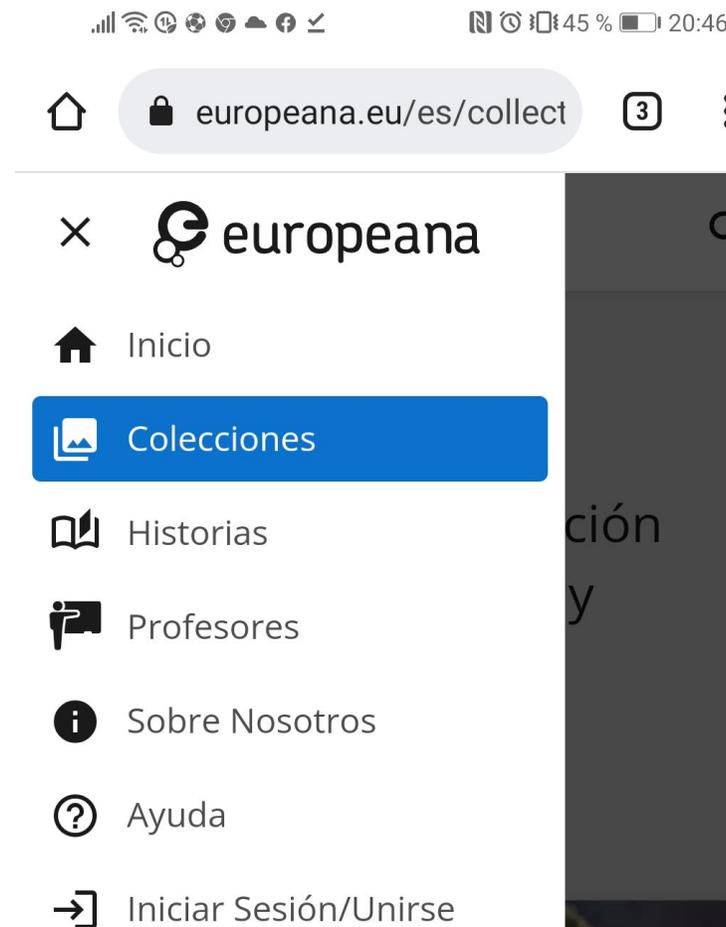
Interactive Version - In

this interactive celebrations breakout room activity, students discuss things they celebrate each year in



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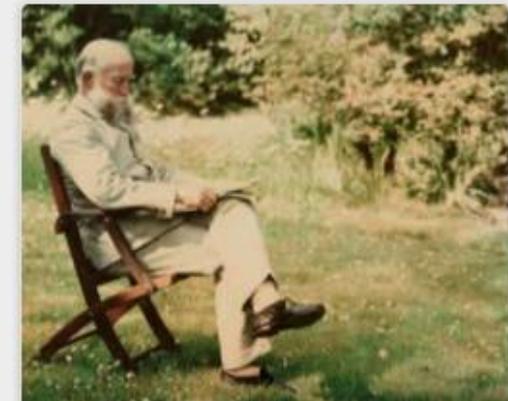
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STUDENT WORKSHEET

PRINTABLE PDF



Worksheet (color)



Worksheet (b/w)

This audio-aided lesson tells the life story of the British statesman Winston Churchill. The lesson focuses on vocabulary, listening comprehension and speaking, and includes a short look at the infinitive of purpose. The optional

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HEART and HEAD idioms

English IDIOMS

10. Choose the right answer A or B.

- If you lose heart, at you become discouraged. If you fall in love at first sight.
- If you laugh your head off, at you laugh loudly. If you laugh for a long time.
- If you have a heart of stone, at you are very nervous. If you are cold and unfeeling.
- If you take with to heart, at you are angry. If you are very upset by sth.
- If you bite one's head off, at you criticize sth strongly. If you are not able to understand sth.
- If you pour your heart out, at you are sorry for sth. If you confide or confide in sth.
- If you have a head for heights, at you want to gain a career. If you are able to stand in high places.

11. Match the idioms with their meanings.

- bury one's head in the sand A) be deeply in love
- set your heart on something B) be an advantage over someone else
- a head start C) be jealous or envious of someone else
- head over heels in love D) make someone very sad
- break someone's heart E) change one's opinion
- cut your heart out F) with your head before your body too quickly
- have a change of heart G) be very scared, ignore something completely
- a head first H) decide you want something very much

12. Complete the sentences with missing prepositions.

- John was head _____ back _____ love _____ Mary.
- Don't take it _____ heart. He was only joking when he said he didn't like your dress.
- I pour my heart _____ you and I hope you'll keep it under your hat.
- Tom laughed his head _____ when Tom fell into the swimming pool. It was so funny!
- Eat your heart _____ Jack. I was appointed the new captain of the team.
- My older brother is determined to be a doctor. He's set his heart _____ going to medical school.
- Narah couldn't move when she reached the top of the mountain. She just doesn't have a head _____ heights.

13. Complete the sentences with idioms from exercises 1 and 2.

- My neighbour got divorced and redived _____ into a new relationship.
- Don't be an ostrich and _____ Tom.
- A good education gives your child _____ in life.
- She was going to sell her house but _____ at the last minute.
- Although Jeremy failed in his entrance examination, he didn't _____.
- You would have to _____ and to be moved by that.
- Ask your teacher the question you cannot solve. She is not going to _____.
- Just looking at those pictures of orphaned children is enough to _____.

Heart and Head idioms

By tantana

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Valentine's Day Reading (A2+/B1)

1. Ask and answer the questions below with a partner or in small groups.

- Is Valentine's Day celebrated in your country? What date is it on?
- Do you know anything about the history of Valentine's Day?

Introduction:

Valentine's Day occurs every year on the 14th of February. It is commonly celebrated in the United States, Canada, Mexico, the United Kingdom, France and Australia and is popular in other parts of the world too. It's not a public holiday, but people often celebrate this day of love by giving or sending Valentine's cards to their partners, or someone they fancy. Some couples also exchange gifts such as flowers, chocolates or jewellery. On the night of the 14th they often spend special time together by cooking a romantic meal at home or going to a restaurant for a candlelit dinner.

2. Read the text once and complete it with the missing words below.

The Origins of Valentine's Day

Valentine's day is named after Saint Valentine. According to most accounts, he lived during the 3rd century in Rome at a time when many Romans were converting to Christianity.

There are many stories about St Valentine's connection to love and romance. The most popular story is that of St Valentine's secret marriage. The Emperor of the time, Claudius II, who was pagan, wanted to send his army, but many young married men didn't want to _____ because they didn't want to leave their wives and children. To solve his problem he introduced a law to prevent young Christian men from marrying.

For Valentine, marriage was an essential part of the Christian _____, so he was strongly opposed to the new law _____ and started to hold secret marriage ceremonies for the soldiers. After some time, news of the secret marriages reached the Emperor, and St Valentine was imprisoned for his crimes and ordered to be _____.

While he was in jail, the daughter of his jailer visited him, and after some time, the two fell in love. According to the _____ the girl was blind and Valentine cured her blindness. He also cared for the other prisoners, but before his execution, Valentine sent the girl a _____ and signed it 'from your Valentine', a phrase which is commonly used to this day in Valentine's cards.

Valentine was beheaded on the 14th February 265, and so, Valentine's day marks the anniversary of his _____.

Many churches around the world claim to have the remains of the saint. These include Whitefriar Street Church in Dublin, Ireland, which claims to have his _____ and Santa Maria in Cosmedin in Rome, where a skull, which supposedly belongs to the saint, is on display.

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Valentine's Reading

By TEFLessons.com

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Let's talk about... Valentine's Day

Ask and answer the questions below in pairs or small groups.

- Have you ever sent a Valentine's Day card? If so, to whom?
- Have you ever received a Valentine's Day card? If so, from whom?
- Describe your perfect Valentine's Day date!
- What do you look for in a partner?
- What is your opinion of Valentine's Day? Do you think it's too commercialised?
- Do you have any plans for this Valentine's Day?
- Do people celebrate Valentine's Day in your country? If so, how?
- What, in your opinion, is the perfect Valentine's Day gift?
- Do you need to be in a relationship to celebrate Valentine's Day?
- Do you know the story of how Valentine's Day started?
- How many phrasal verbs related to love can you list and explain the meaning of?
- Do you feel pressure to have a date for Valentine's Day?

Valentine's Speaking Task

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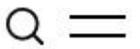
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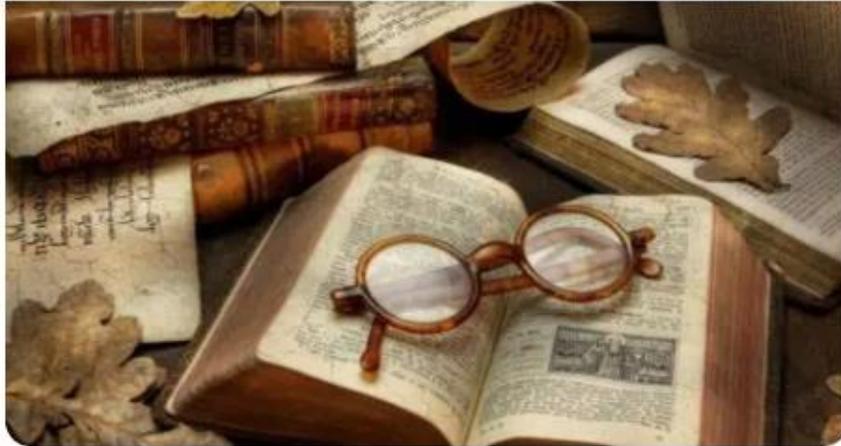
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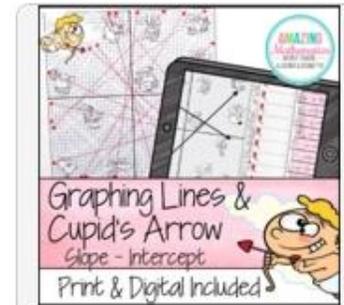
- Arts & Music >
- English Language Arts >
- Foreign Language >
- Holidays/Seasonal >
- Math >
- Science >
- Social Studies - History >
- Specialty >
- For All Subject Areas >

Prices

- Free
- Under \$5
- \$5 - \$10
- \$10 and up
- On Sale

Resource Types

- Independent Work Packet

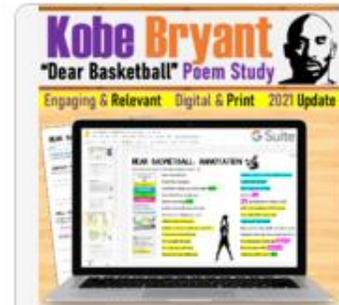


Graphing Slope Intercept
Form Lines - Valentine's...

\$2.50

★★★★★ 70

Amazing Mathemati...



Kobe Bryant 'Dear
Basketball' Poem...

\$3.50

★★★★★ 10

Growth through the ...



Pythagorean Theorem
Worksheet - Maze...

\$1.50

★★★★★ 251

Amazing Mathemati...



Valentine's Day Spanish
class Find Someone Wh...

\$3.50

★★★★★ 19

Mis Clases Locas

[See more >](#)

Explore Elementary School Resources



Por materias: la mayoría de ellos son blogs creados por compañeros nuestros que generosamente comparten sus recursos. Son muy útiles porque además son recursos probados en el aula.

Filosofía para bilingües: <https://yolandarranz.blogspot.com/2012/06/filosofia-para-bilingues-un-blog-con.html>



La Web2.0

martes, 19 de junio de 2012

Filosofía para bilingües, un blog con diferentes tipos de recursos para esta materia

José Carlos Ruiz, profesor de Filosofía del IES Ángel de Saavedra, Córdoba, ha creado el blog 'Filosofía para bilingües' después de dedicar varios meses a buscar material para esta asignatura en la Red y comprobar que estaba muy disperso. Él mismo nos cuenta qué tipo de recursos y contenidos es posible encontrar en su espacio web.

Filosofía para bilingües" cuenta con distintos tipos de material, como videos, presentaciones en PowerPoint, artículos periodísticos, comentarios de texto dirigidos,

Datos personales

 **YOLANDA ARRANZ**
Ver todo mi perfil

Maestra Educación Infantil


Yolanda Arranz

<https://matematicasalmudena.com/category/bilingue/>



The screenshot shows the homepage of the website 'MATEMÁTICAS ALMUDENA'. At the top center is an orange circular logo with a white geometric design and the text 'Matemáticas Almudena'. Below the logo, the title 'MATEMÁTICAS ALMUDENA' is displayed in large, bold, black letters, followed by the author's name 'ALMUDENA CASARES FERNÁNDEZ' in smaller, black letters. A horizontal navigation menu is located below the title, featuring the following items: 'INICIO', 'BILINGUAL MATH' (with a dropdown arrow), '2º ESO', '3º ESO' (with a dropdown arrow), '4º ESO' (with a dropdown arrow), '2º BCH' (with a dropdown arrow), '1º BCH' (with a dropdown arrow), 'VÍDEOS', and 'CONTACTO'. Below the navigation menu is a large white box containing the text 'Categoría: Bilingüe'. To the right of this box is a search bar with the placeholder text 'Buscar ...' and a gold 'Buscar' button. Below the search bar are social media icons for Twitter and YouTube. At the bottom right of the page, there is a logo for 'CFIE Burgos'.

<http://efbilingue.com/>

EfBilingue.com

Bilingual Physical Education



23 ENERO, 2022 / 18:01:00

HOME

GUESTBOOK

ACTIVITIES

CLASS NOTES

REVIEW
and exercises

RESOURCES

Q buscar...

BIENVENIDOS A EFBILINGUE.COM

PRESENTACIÓN:

Esta es una página dedicada a la Educación Física Bilingüe en Español/Inglés.

En principio se ha creado para utilizarla con mis alumnos de esta asignatura, pero estoy abierto a todas vuestras sugerencias y aportaciones.

Tiene las siguientes secciones:

- 1. Activities:** aquí se recogen algunas de las actividades lectivas y extraescolares que realizamos.
- 2. Class Notes:** son los apuntes que he elaborado para utilizar en mis clases con los alumnos. Se ajustan a nuestra programación y a mi metodología. Pero se aceptan todo tipo de aportaciones. Si queréis enviar material, actividades, unidades, también hay un apartado de Aportaciones. **Colaborad para hacer que esta página crezca y podamos crear un banco de recursos!**

3. Review and Exercises: tras un pequeño esquema visual de las unidades se proponen unas actividades muy sencillas basadas

VISITOR COUNTER NEW

Today 90 > Week 1101 > Month
3498 > All 743963

Currently are 5 guests and no
members online

Kubik-Rubik Joomla! Extensions

BBC SPORT NEWS LIVE

23 ENERO 2022

- Crystal Palace 1-3 Liverpool:

<https://www.smartmusic.com/music-educator-resources/>



smartmusic.

finale.

garritan.

Repertoire

Features

Pricing

Resources

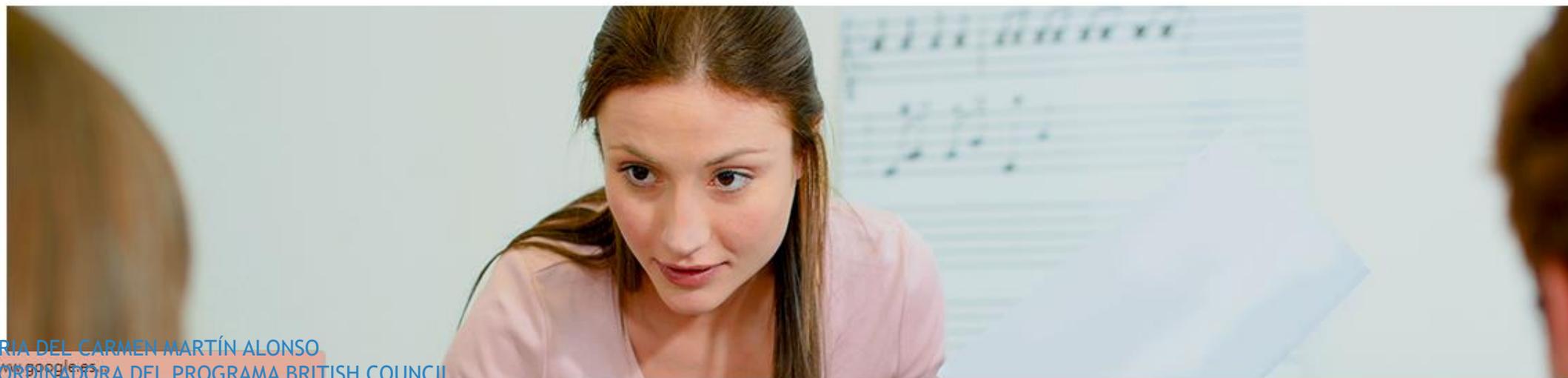
Search Library



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music teacher resources

popular blogs, podcasts, organizations, and more



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These resources include blogs to follow, newsletters to read, podcasts to listen to, and much more. If a valued resource is not listed, please let us know [on Twitter](#) or [on Facebook](#).



Blogs

SmartMusic: www.smartmusic.com/blog

The SmartMusic Blog focuses on giving ensemble directors clear, actionable advice. Articles are written by educators around the country.

NAfME: www.nafme.org/category/news/music-in-a-minuet

The National Association for Music Education (NAfME) advocates for music education at every level. Educators who are longtime members write short articles on everything from warm-ups to job searches to fundraising on the "Music In A Minuet" blog.

Elisa Jones: MusicEdMentor.com



Materials and Lesson Plans

TI:ME: ti-me.org/index.php

Technology focused lesson plans, broken down by type of tech.

NAfME: www.nafme.org/my-classroom/lesson-plans

Large lesson plan library restricted to NAfME members, but you should already be one of those.

Teachers Pay Teachers: www.teacherspayteachers.com

Etsy for teachers - buy lesson plans and materials from teachers who know they work!

<https://www.3dgeography.co.uk/>

3D Geography

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Geography models

Geography topics

Search by country

Geography activities

Map skills

Shop

Fun ideas to help with learning about Geography. Use our free paper templates for making Geography models. Plus we have packed lots of Geography information and free teaching resources in this website to help make learning Geography fun.



 Search
by Topic

Rivers

Coasts

Volcanoes

Earthquakes

Make a globe



Geography models



More Geography Worksheets

Volcano

Rivers

Map skills

Kenya

UK

Japan

India

Australia

Canada

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Glaciers

Rainforests

Environment

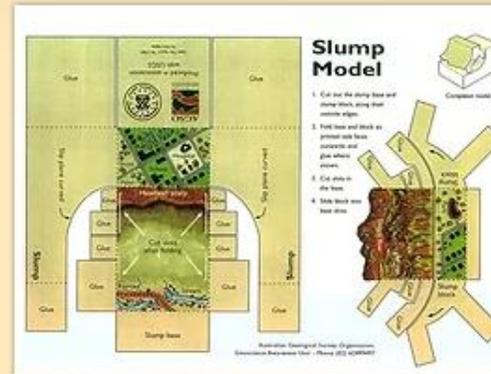
Map Quizzes



Browse our
map quizzes

Animal facts posters

Paper templates



We have paper templates for making a wide variety of geography models including river valleys, volcanoes, globes and popup geography models.

Browse our
paper templates

Geography word searches

Dioramas



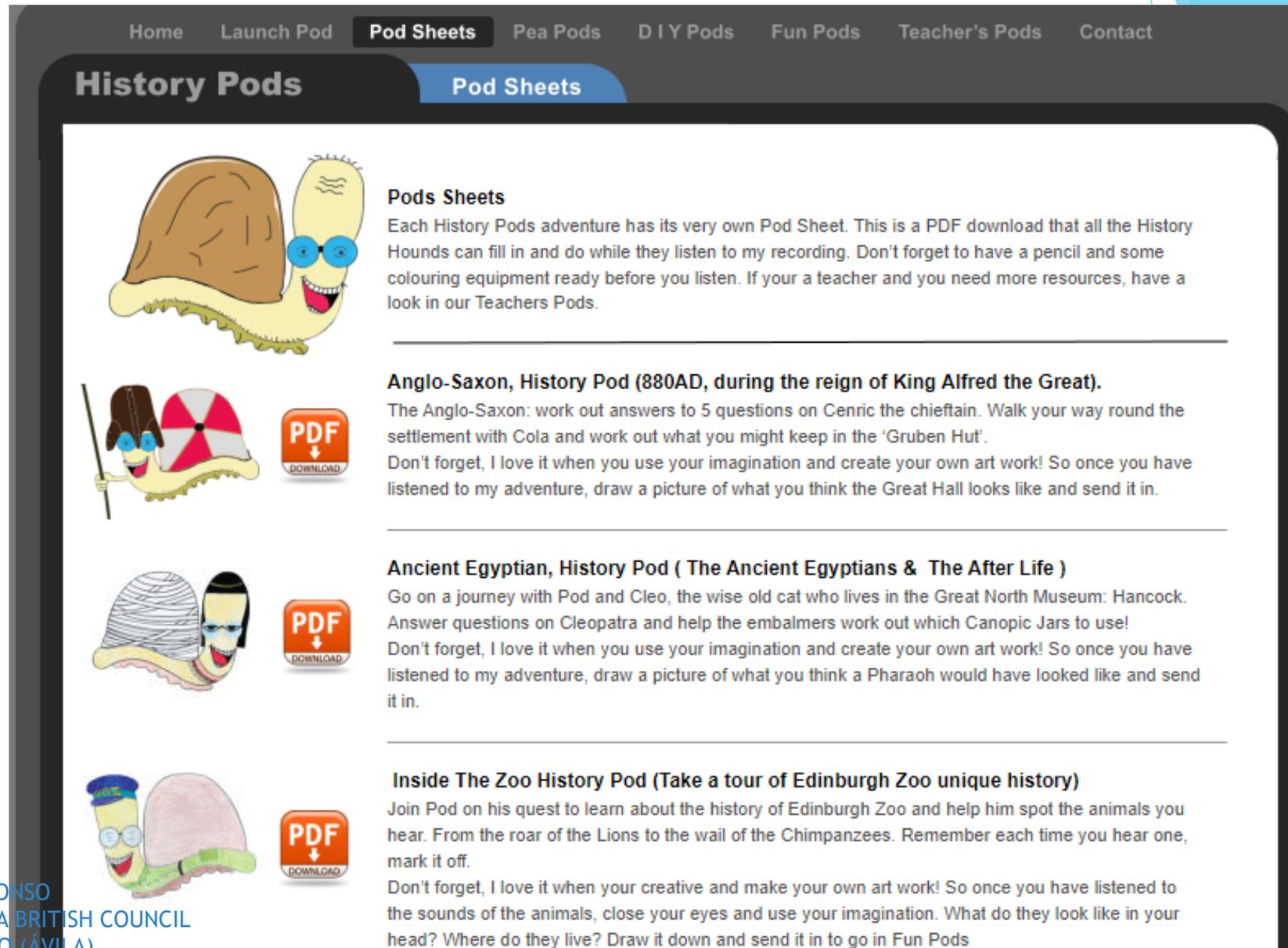
Making a model in a shoe box is a great way to learn about and understand the different parts of a rainforest for example.

Browse our
Diorama ideas

Geography worksheets



<http://historypods.co.uk/podsheets.htm>



Home Launch Pod **Pod Sheets** Pea Pods D I Y Pods Fun Pods Teacher's Pods Contact

History Pods Pod Sheets

Pods Sheets
Each History Pods adventure has its very own Pod Sheet. This is a PDF download that all the History Hounds can fill in and do while they listen to my recording. Don't forget to have a pencil and some colouring equipment ready before you listen. If your a teacher and you need more resources, have a look in our Teachers Pods.

Anglo-Saxon, History Pod (880AD, during the reign of King Alfred the Great).
The Anglo-Saxon: work out answers to 5 questions on Cenric the chieftain. Walk your way round the settlement with Cola and work out what you might keep in the 'Gruben Hut'.
Don't forget, I love it when you use your imagination and create your own art work! So once you have listened to my adventure, draw a picture of what you think the Great Hall looks like and send it in.

Ancient Egyptian, History Pod (The Ancient Egyptians & The After Life)
Go on a journey with Pod and Cleo, the wise old cat who lives in the Great North Museum: Hancock. Answer questions on Cleopatra and help the embalmers work out which Canopic Jars to use!
Don't forget, I love it when you use your imagination and create your own art work! So once you have listened to my adventure, draw a picture of what you think a Pharaoh would have looked like and send it in.

Inside The Zoo History Pod (Take a tour of Edinburgh Zoo unique history)
Join Pod on his quest to learn about the history of Edinburgh Zoo and help him spot the animals you hear. From the roar of the Lions to the wail of the Chimpanzees. Remember each time you hear one, mark it off.
Don't forget, I love it when your creative and make your own art work! So once you have listened to the sounds of the animals, close your eyes and use your imagination. What do they look like in your head? Where do they live? Draw it down and send it in to go in Fun Pods

<https://www.history.co.uk/>



MEDIEVAL HISTORY

EVEN MORE BIZARRE, BRUTAL AND ABSOLUTELY BARMY PUNISHMENTS FROM HISTORY

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BRITISH HISTORY

Iconic LGBT+ trailblazers from UK history



POLITICS

The shortest serving UK prime ministers in modern history



HISTORY PLAY

What to watch on HISTORY Play in February

<https://www.geographyods.com/>



HOME

REACTIVE

G11-12 IB

G9-10 GCSE/IGCSE

G6

G7

G8



geographyods

Key Information iGCSE

Theme 1 - Population & Settlement

Theme 2 - Natural Environment

Theme 3 - Economic Development

Coursework >

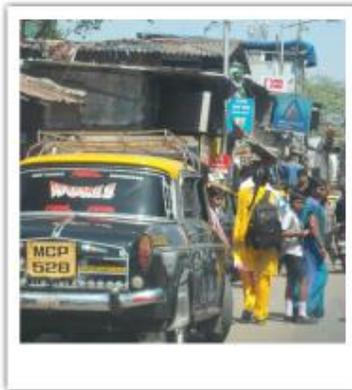
IGCSE Exam Revision

Why Study
GEOGRAPHY?



Theme 1 - Part 1 - POPULATION

1. DYNAMICS , DISTRIBUTION & DENSITY



2. POPULATION STRUCTURE & POLICIES



3. GLOBAL MIGRATIONS OF PEOPLE



Theme 1- Part 2 - SETTLEMENT

4. URBAN SETTLEMENTS & SERVICE PROVISION

5. URBANIZATION IN BRAZIL



Objective: To be able to effectively read and interpret population pyramids.

Task 1 - Your teacher will give you some key information on how to read and describe population pyramids. Use the Task 1 sheet to the right to take notes. See [this example](#).

Task 2 - Download the worksheet above and complete all the activities set out.

TASK 1 - HOW TO INTERPRET A
POPULATION PYRAMID

TASK 2 - WORKSHEET FOR
POPULATION PYRAMIDS

<https://mybiologyresources.com/>

My Biology Resources

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Biology Teaching and Learning Resources

Educational Materials by D G Mackean



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Biology Experiments
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(I)GCSE Biology Answers
Amphibia, an Introduction
Birds, Structure & Function
Fish
Fungi
Insects
Plants
Protista
Teeth and Dentition
Article & Drawing Index
Videos
Links
Biology books
Contact

Biology Teaching Resources for Students and Teachers

Presentations, Experiments, Questions, and Answers

Biology Presentations Seven PowerPoint Presentations to introduce the basic concepts for an understanding of the underlying principles of Biology. Each presentation contains between 15 and 38 slides with a set of multiple choice questions.

Genetics Presentations Ten PowerPoint Presentations to introduce the basic concepts for an understanding of the underlying principles of Genetics. Each presentation contains between 15 and 38 slides with a set of multiple choice questions.

Biology Experiments One hundred and eighteen tried and tested experiments. Detailed instructions are provided, together with a complete list of apparatus, materials and reagents needed, and a set of questions to help the student interpret the results and criticise the experimental design.

Question Bank Short answer questions for testing GCSE and IGCSE Biology, with answers; exercises and discussion questions without answers, plus a series of interactive multiple-choice questions with answers and explanations.

IGCSE and GCSE Biology answers Answers to the 'in-text' questions which occur in *IGCSE Biology* (2nd edition) and *GCSE Biology* (3rd edition) by D. G. Mackean

Plants, Animals, and Fungi Drawings and notes on a selection of plants, animals and fungi; their structures and life cycles.

Plants

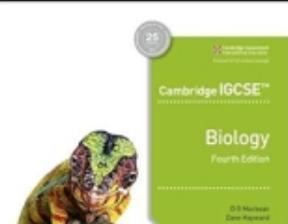
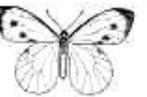
Buds and Twigs (Background article: Buds and Twigs).

Seeds and Germination (Background article: Seed Structure).

Vegetative Reproduction (Background article: Vegetative Reproduction).

Vegetative Reproduction - Tropical Examples

Flower Structure



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<https://www.biologycorner.com/>



The Biology Corner

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Biology lesson plans, worksheets, tutorials and resources for teachers and students.

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Reinforcement: DNA and RNA

transcription	translation	deoxyribose	ribose
double helix	nucleotides	phosphate	base
molecule	cytosine	thymine	replication
mRNA	DNA	uracil	gene
protein	ribosome	hemoglobin	white cell

1. The molecule of heredity, contains the "instructions" for building an organism. _____
2. Sugar found in DNA, makes up the sides of the ladder. _____
3. Sugar alternates with this molecule on the sides of the ladder. _____
4. These make up the rungs (crosses) of the DNA ladder, can be 4 different types. _____



Google Custom Search

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Páginas de contenido

▶ <https://www.bbc.com/>

The screenshot shows the top navigation bar of the BBC website. On the left is the BBC logo. To its right are links for 'BBC Account', 'Home', 'News', 'Sport', 'Reel', 'Worklife', 'Travel', 'Future', 'Culture', and 'More'. A search bar is located on the far right. Below the navigation bar, a 'MORE' section lists categories: 'Music', 'TV', 'Weather', and 'Sounds'.

The advertisement features a background image of hands holding soil. On the left, the 'BBC FUTURE' logo is displayed. The main text reads 'Follow the Food' in a large font, with the subtitle 'The new uses for food waste' below it. A 'Discover' button is positioned in the bottom right corner of the ad area. To the right of the ad, under the heading 'ADVERTISEMENT', is the logo for 'CORTEVA agriscience' with the text 'In association with' above it.

https://www.nationalgeographic.org/society/education-resources/?nav_click



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resources

12+

clear

in any subject



10

11

12+

DONE

CANCEL

- Inicio
- Explorar
- Shorts
- Suscripciones

- Biblioteca
- Historial
- Mis vídeos
- Ver más tarde
- Vídeos que me gustan

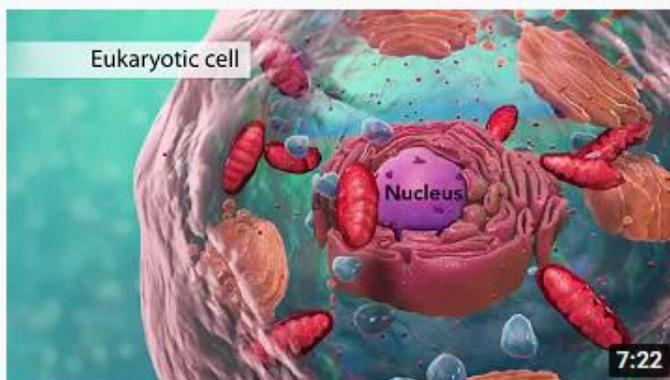
SUSCRIPCIONES

- Música
- Deportes



A breakdown of the biology of 'The Future is Wild,' an incredible and nostalgic series that detailed speculative lifeforms which ...

Nuevo Subtítulos



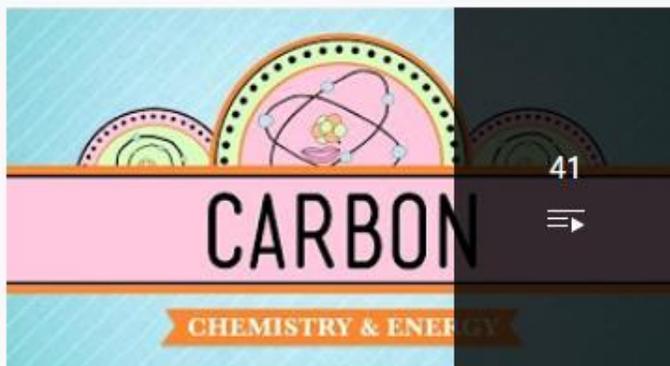
Biology: Cell Structure I Nucleus Medical Media

22 M de visualizaciones • hace 6 años

Nucleus Medical Media ✓

This animation by Nucleus shows you the function of plant and animal cells for middle school and high school biology, including ...

Subtítulos



Biology

CrashCourse ✓

Carbon... SO SIMPLE: Crash Course Biology #1 • 11:57

Water - Liquid Awesome: Crash Course Biology #2 • 11:17

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04:37

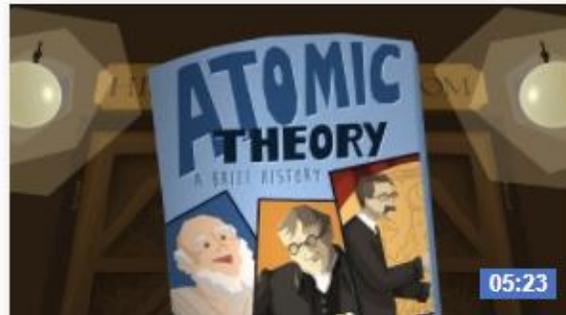
Science & Technology

The law of conservation of mass

Everything in our universe has mass — from the smallest atom to the largest star. But the amount...



1,455,615 views



05:23

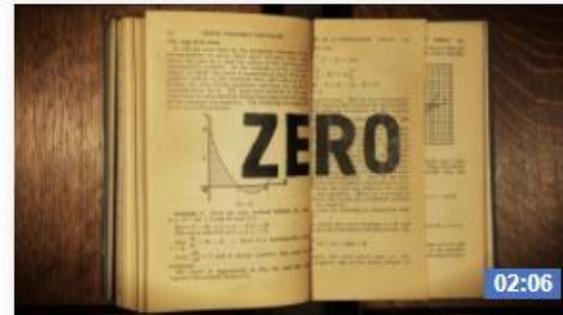
Engineering

The 2,400-year search for the atom

How do we know what matter is made of? The quest for the atom has been a long one, beginning...



1,700,133 views



02:06

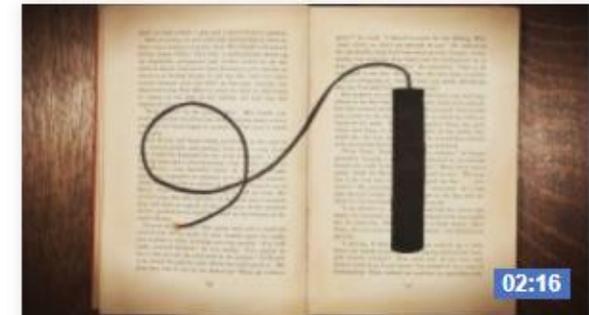
Linguistics

Mysteries of vernacular: Zero

Though the first written number system can be dated back to 2500 years ago in Mesopotamia,...



77,855 views



02:16

Linguistics

Mysteries of vernacular: Dynamite

With an explosive meaning, the word dynamite's past is as historical as it is etymological....



43,494 views



https://www.teachervision.com/lesson-planning/futurefit-projects



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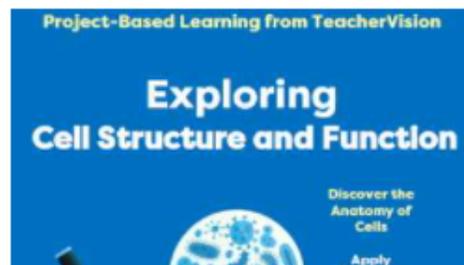
SUBJECTS GRADES PLANNING TEACHING STRATEGIES THEMES HOLIDAYS PBL LESSONS

Project-Based Learning from TeacherVision

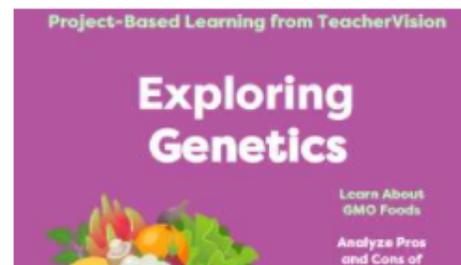
Our Library of Project-Based Learning Units



Exploring Earthquakes Project-Based Learning Unit



Exploring Cell Structure and Function Project-Based Learning Unit



Exploring Genetics Project-Based Learning Unit

Project-Based Learning

No prep, ready-to-teach PBL for science, math, ELA, and social studies →

Black History Month

February is Black History Month - cross-curricular activities for every classroom →

Presidents' Day

Resources for teaching Washington, Lincoln, and other U.S. Presidents →

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Black History Month Profiles: Great African American Poets from Across the Generations



Black History Month Profiles: Great African American Poets from Across the Generations

Black History Month eBook: Black Lives Matter: A Movement for Racial Justice



Black Lives Matter E-Book: A Movement for Racial Justice

Black History Month Activities: Black History Month Project - Black Pioneers in Medicine



Black History Month Project - Black Pioneers in Medicine

Black History Month Activities: Black History Month Choice Board for Middle School



Black History Month Choice Board for Middle School

Civil Rights Movement Playlist

"We are not makers of history. We are made of history." -Martin Luther King, Jr.



Civil Rights Movement Playlist

Black History Month Profile: Amanda Gorman: Youngest Poet Laureate



Black History Month Profile: Amanda Gorman: Youngest Poet Laureate



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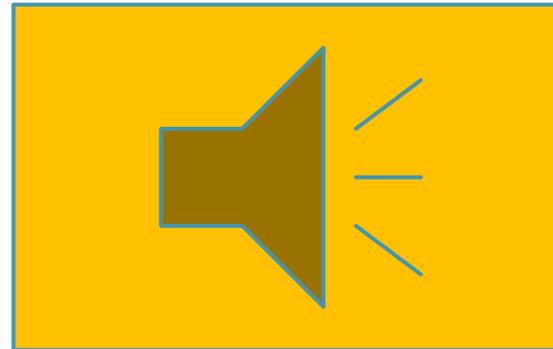
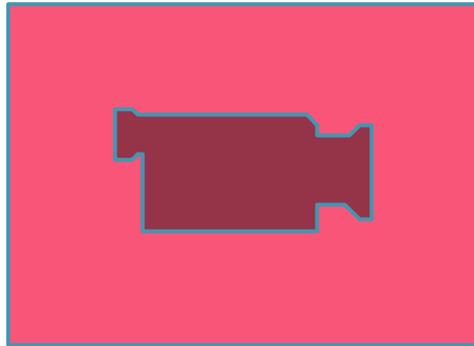
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Search term



NEW: LEADERSHIP SERIES



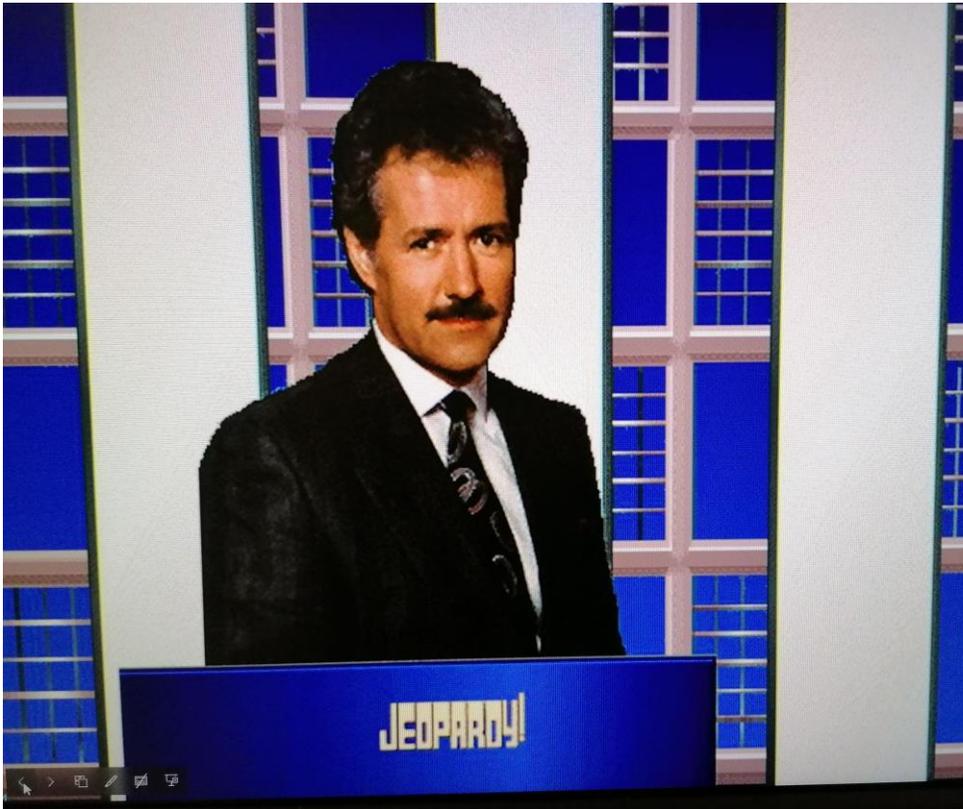


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- ▶ Permiten diseñar unidades de contenido o ejercicios de evaluación.
- ▶ El acceso a la información por parte de los alumnos es muy visual
- ▶ Permite incrustar otros elementos multimedia que le dan mayor dinamismo y enriquecen las presentaciones simples.





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WHAT
IS LATITUDE?

*Molten rock is the
composition of this layer*

MANTLE

Infografías realizadas con Canva o Genially

PAST Continuous

USE ★ To show **what somebody was doing** at a **particular time in the past**.

YESTERDAY AT 6:00 PM ANNA **WAS RUNNING** IN THE PARK

By: M Laura Martín Hernández ★ To create **the context of an action in the past**

IT WAS MONDAY, THE SUN **WAS SHINING** AND THE BIRDS **WERE SINGING**

FORM

⊕ Subject + **was/were** + **gerund** (-ing)
I/HE/SHE/IT **WAS SLEEPING** ON THE SOFA
YOU/WE/THEY **WERE SLEEPING** ON THE SOFA

⊖ Subject + **was/were** + **not** + **gerund** (-ing)
I/HE/SHE/IT **WASN'T SLEEPING** ON THE SOFA
YOU/WE/THEY **WERE N'T SLEEPING** ON THE SOFA

? **was/were** + Subject + **gerund** (-ing) + ?
WAS I/HE/SHE/IT **SLEEPING** ON THE SOFA?
WERE YOU/WE/THEY **SLEEPING** ON THE SOFA?

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TRIVIA TIME: CLIMATE AND WEATHER

Choose one category from the round shape and clic to know the questions and answers



Weather measuring



Cold climates



Hot climates



Temperate Climates



Climate change



Natural Hazards

Plantilla original de: maestriko.com

Sway como editor de contenidos y presentaciones

ASTURIAN ART

THE ASTURIAN ART: Asturian Art is the characteristic art of the Asturian Kingdom. It was a very characteristic style that was developed mainly by Alfonso II and in Oviedo and Ramiro I in its surroundings.

They used semicircular arches, barrel vaults, the use of stone.

Sometimes they decorated the columns with the shape of a rope.

They left the stone visible inside and outside and they used strong buttresses because their buildings were higher than before.

Santa María del Naranco and San Miguel de Lillo were two of the most significant buildings they are located in the mount Naranco in Oviedo.



As inheritors of the Visigoths they were very good in metalworking and jewelry. There are many famous crosses and other luxurious objects made during this time. Some of the treasures are kept in the Saint Chamber in the Cathedral of Oviedo.



Elaboración de recursos multimedia

- ▶ Elaboración de sus propios vídeos
- ▶ Dubbing: doblaje de vídeos por los alumnos
- ▶ Subtítulos de vídeos ya elaborados o de sus propios vídeos
- ▶ Story telling (remaking de vídeos con sus propias historias)





Wondershare
Filmora



Herramientas de edición de vídeo



Herramientas de edición de audio

Nuestro blog

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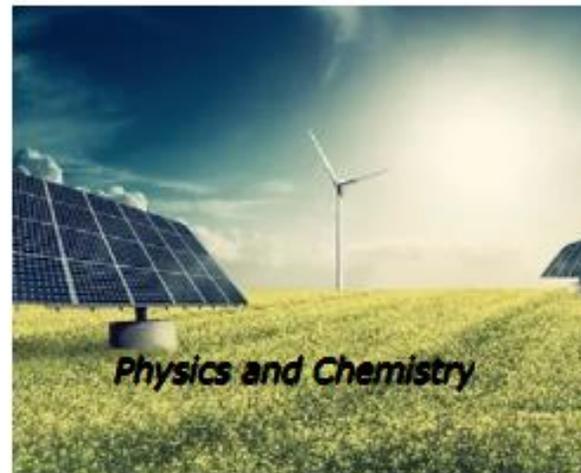
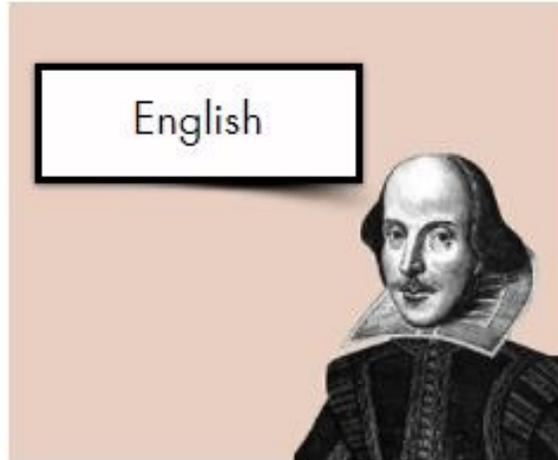


THIS BLOG IS THE RESULT OF THE COOPERATIVE WORK
OF THE TEACHERS WHO WORK IN THE BRITISH PROGRAMME AT IES ADAJA.
WE HAVE REALISED THAT WORKING TOGETHER, WE CAN OFFER OUR STUDENTS
THE POSSIBILITY OF LEARNING IN A MORE ATTRACTIVE WAY.
IT IS ALSO USEFUL FOR US, SINCE WE LEARN FROM EACH OTHER.
HAVE A LOOK AND ENJOY WITH OUR POSTS!!

MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

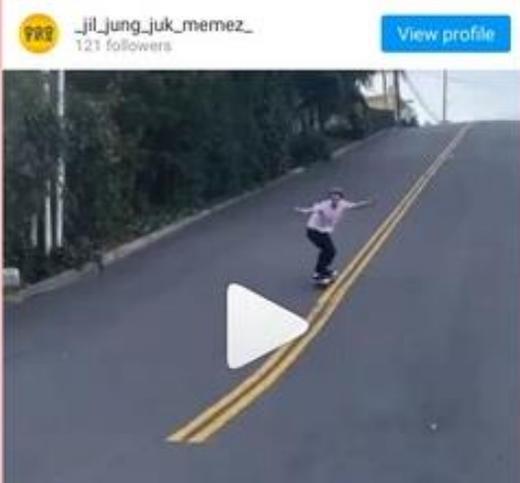


<https://adajainmersionling.wixsite.com/britishadaja>



Look at the image and write a sentence for
it using the modal verb given

Video Example



"That must
hurt"

Laura Martín
Feb 10 · 1 min

Genially To Practise Modal Verbs

I've created this Genially to orally practise Modals with my class of 4th ESO. They had to choose different numbers and under each number...

BIOLOGY AND GEOLOGY



 Sirka Carabel 
Jan 26 • 1 min
MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)



GEOGRAPHY AND HISTORY

The cooperative work of teachers of Geography and History offer to you the possibility of enjoying these resources prepared for learning. Ready?



PHYSICS AND CHEMISTRY

The International System of Units (SI)

The recommended practical system of units of measurement is the International System of Units. (Système International d'Unités), with the international abbreviation **SI**.

Bureau International des Poids et Mesures

Base quantity		Base unit	
Name	Typical symbol	Name	Symbol
time	t	second	s
length	l, x, r , etc.	metre	m
mass	m	kilogram	kg
electric current	I, i	ampere	A
thermodynamic temperature	T	kelvin	K
amount of substance	n	mole	mol
luminous intensity	I_v	candela	cd

All other SI units can be derived from these, by multiplying together different powers of the base units.



Y sobre todo os recuerdoo...



Si otros no compartieran sus ideas
tú no podrías buscar inspiración en
ninguna parte

Evaluación del curso:

<https://forms.office.com/Pages/ResponsePage.aspx?id=7iKSZuXVOUWYfqMBWrbfMaZUIGqjqR9EmBEuqceEzLNUMERVWDBFOFg3NDU4R1MzREFTMDBFUzdBWS4u>

¡MUCHAS GRACIAS!

Espero que os haya resultado
Interesante y sobre todo útil
Para lo que necesitéis:

mcmartinalo@educa.jcyl.es