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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.



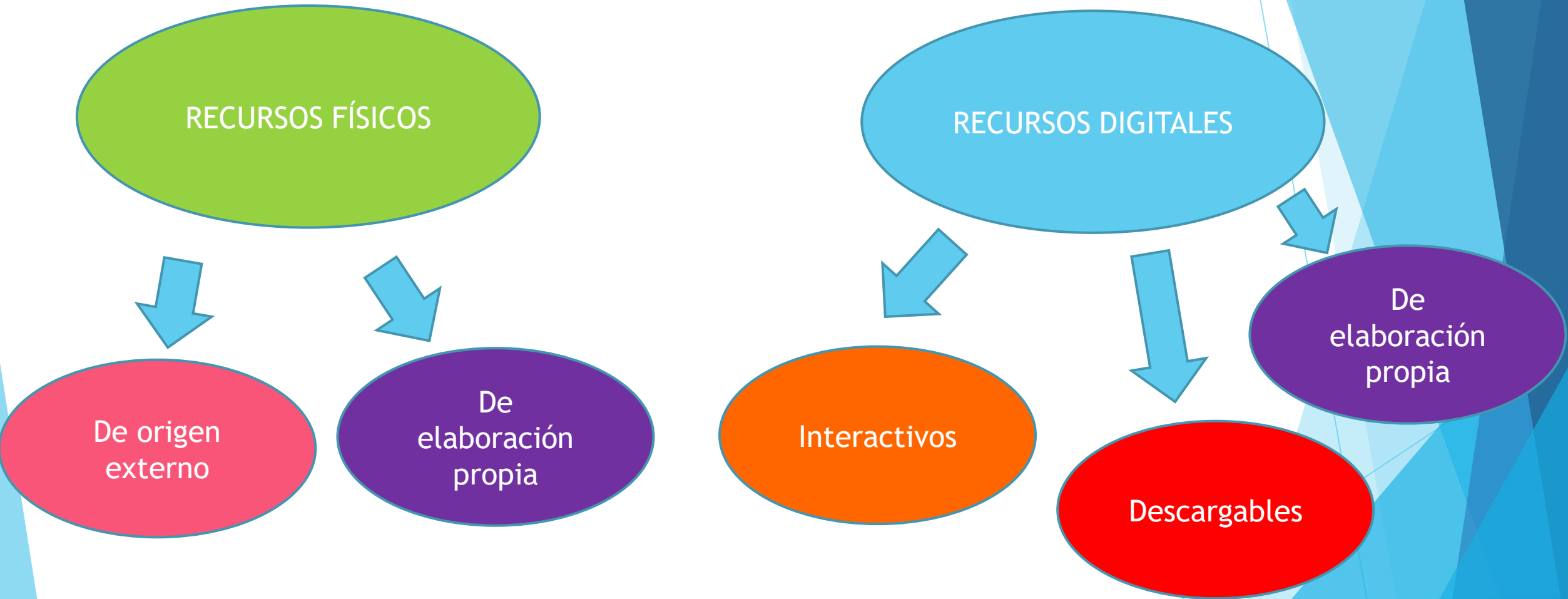
Dificultades

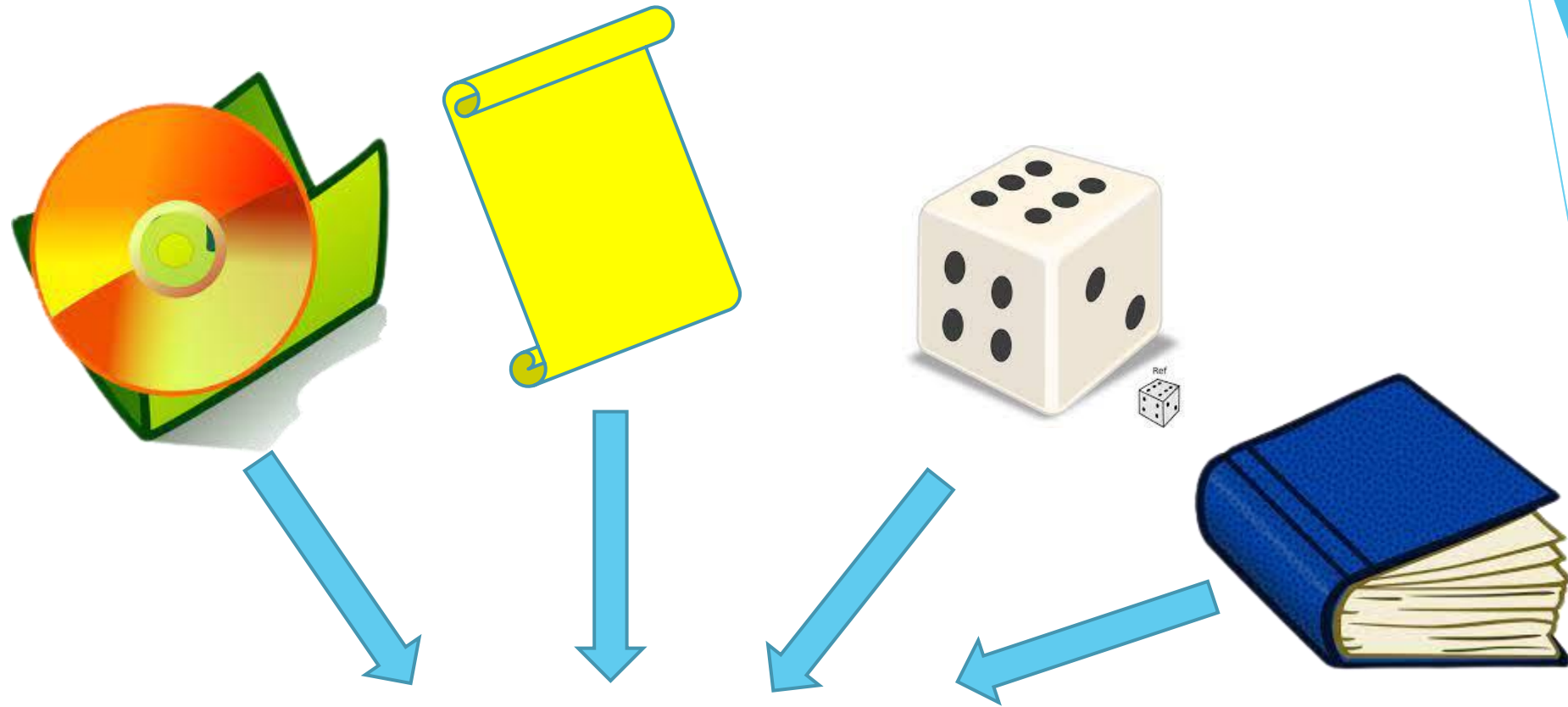
- ▶ Escasez de recursos adaptados al enfoque interdisciplinar.
- ▶ Requieren de mucho tiempo y esfuerzo para su preparación y/o búsqueda.
- ▶ A veces resulta difícil atender a esa visión integradora y nos centramos en áreas en concreto.
- ▶ La movilidad del profesorado dificulta la disposición a compartir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

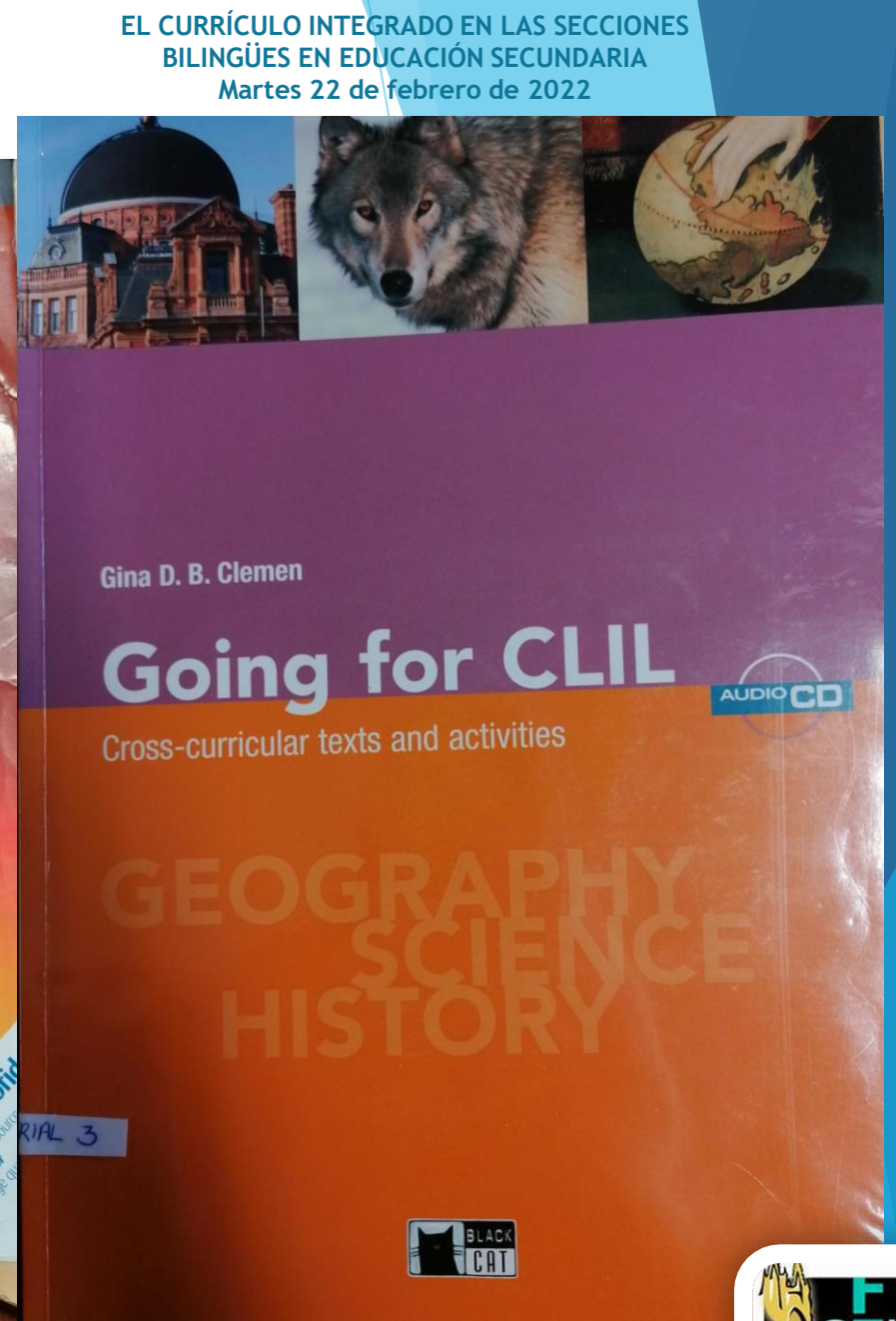
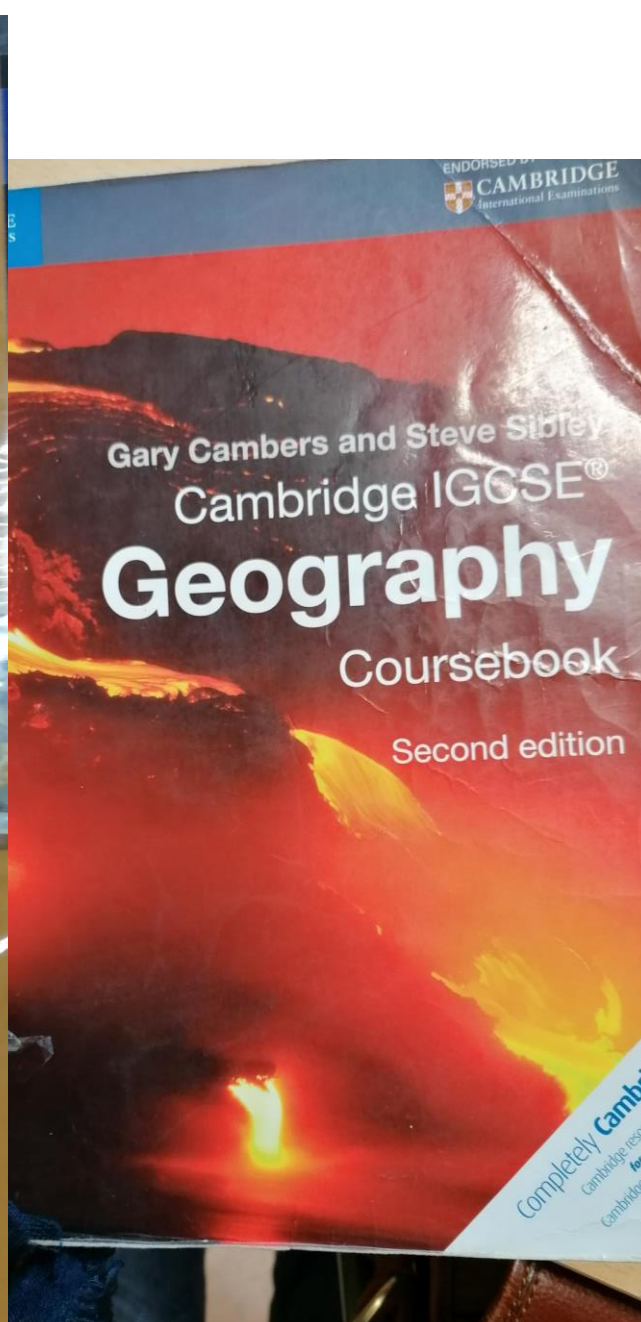


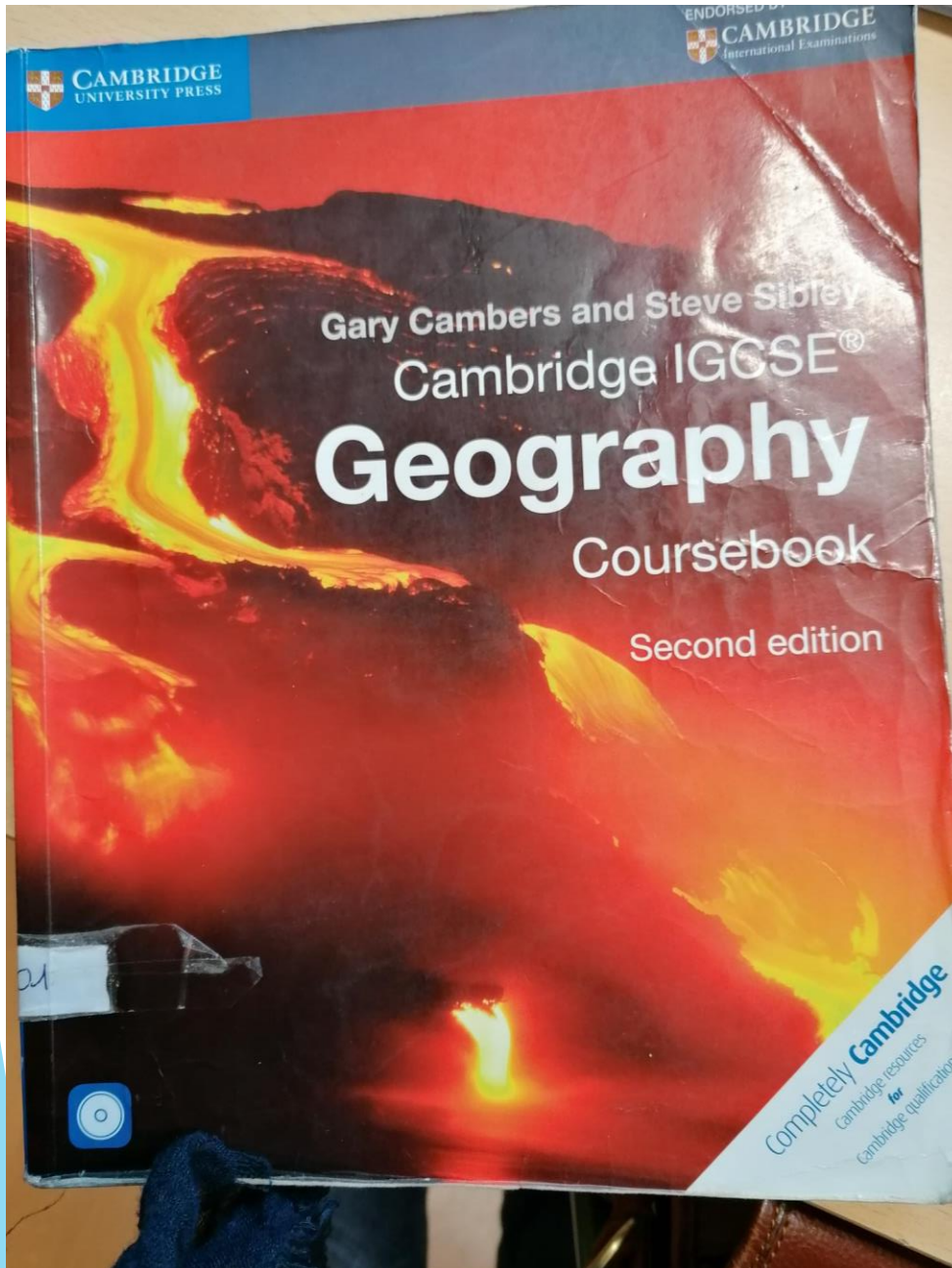
Utilizar libro de texto o no





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.





3 Investigating tourism

A The City Palace, Jaipur, India



MARAJA RAJ SANGH MAN SINGH II TRUST
THE CITY PALACE, JAIPUR
BOOKING WINDOW UBAL POLE
TIMINGS: 9.30 A.M. TO 5.00 P.M.
ENTRANCE: FREE FOR FOREIGN VISITORS
HABITAT: ₹. 100 EACH (INTELLIGENCE CHARGE FOR
DR. CAMERA)
2. CHILDREN: ₹. 100 EACH (INTELLIGENCE CHARGE)
3. VIDEO CAMERA: ₹. 200 EACH
4. PHOTOGRAPHY IS STRICTLY PROHIBITED
INSIDE THE GALLERIES.
5. MUSEUM WILL CLOSE AT 4.00 P.M. ON
GANGA RATH BAYS AND YELBUTH BUS
MUSEUM REMAINS CLOSED ON WISHLANDI
HOLI FESTIVAL.
6. IF FINDING FILMING WITHOUT VIDEO CAMERA
TICKET ₹. 500. WILL BE CHARGED.



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.

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?

C 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.

D 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 | | |

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.

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 caiman and jaguars, 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



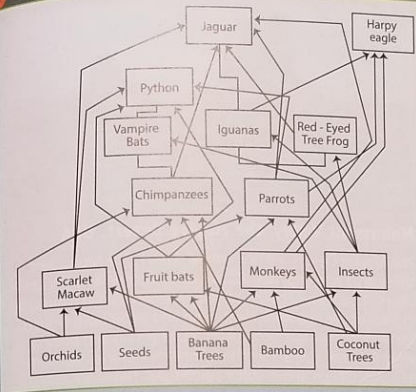
C Does Puyo tick the boxes?

| 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.

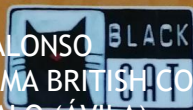
British History

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

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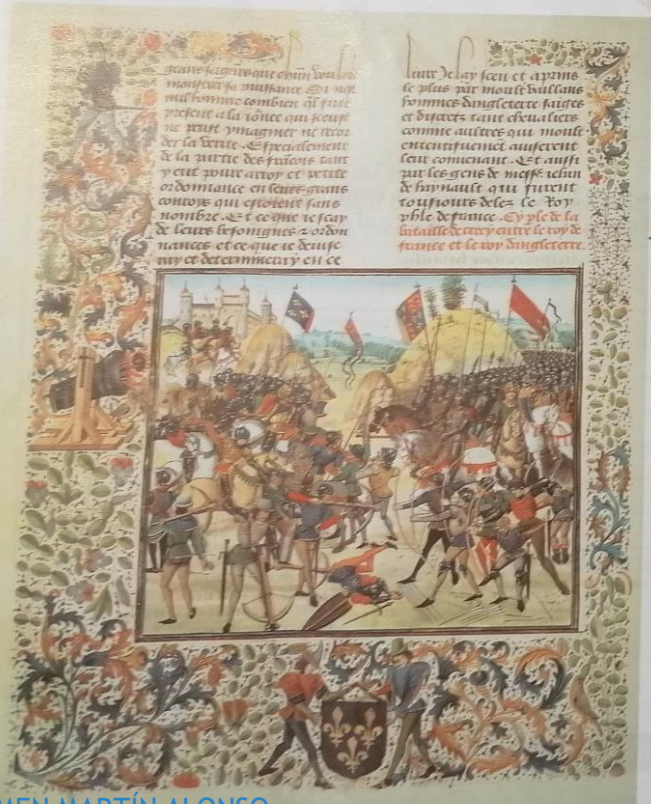
EXTR



The Tudors

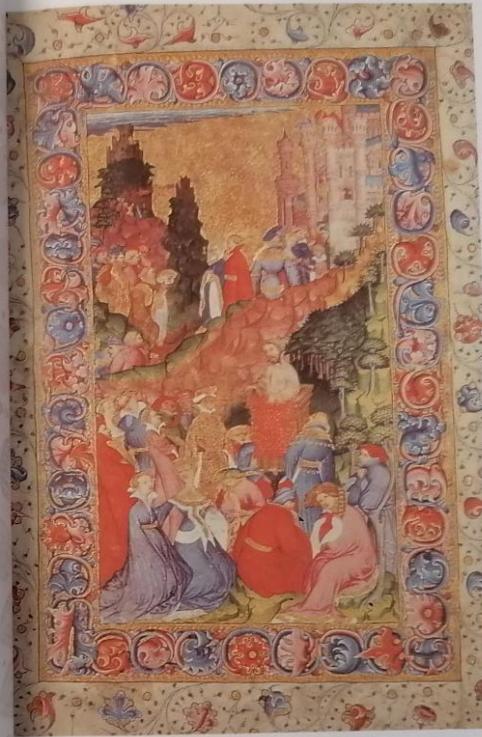
THE HUNDRED YEARS WAR

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.

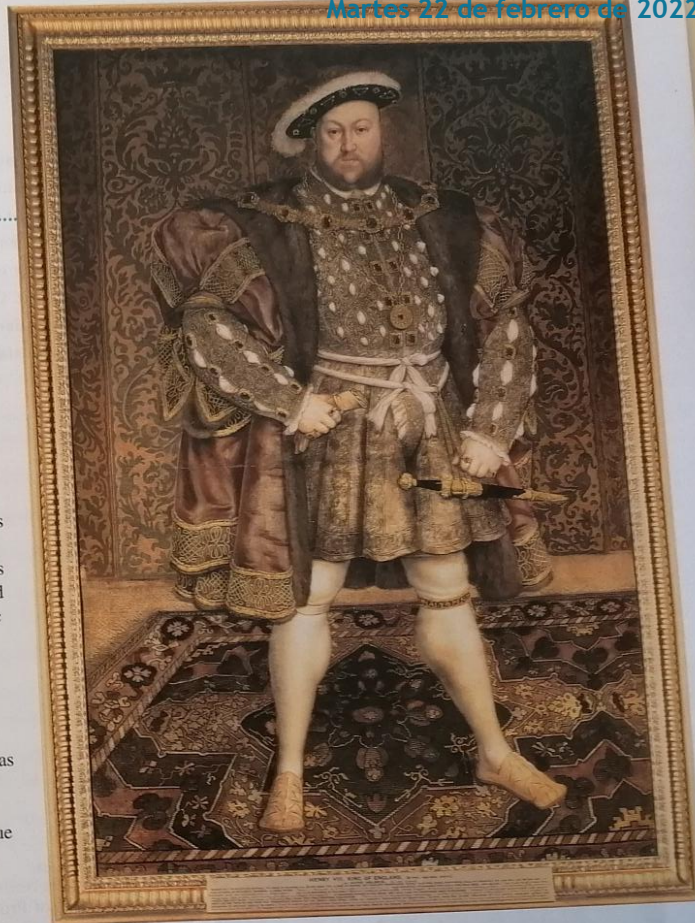
¹ treason : a crime against the king or country.

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






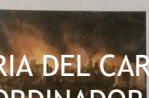


1 Decide if each statement is correct or incorrect. If it is correct, tick A; if it is incorrect, tick B.

- | | 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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 COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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Gina D. B. Clemen

Going for CLIL

Cross-curricular texts and activities

AUDIO CD

GEOGRAPHY
SCIENCE
HISTORY

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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

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

EXTRA



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?

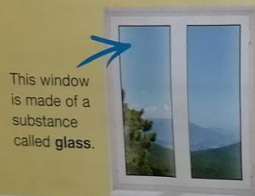
1 Look around you. How many things can you name? Make a list and keep it for later. Then read and listen to the text to see exactly what matter is?



- 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**.

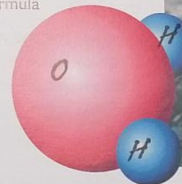
UNIT 7 SCIENCE

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"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

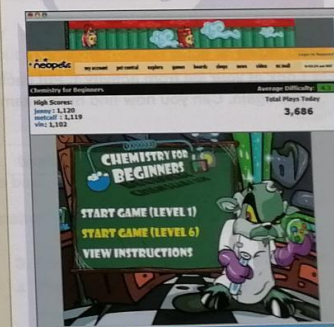
Word square

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.


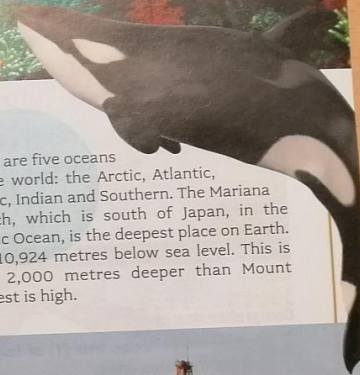
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GEOGRAPHY

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.

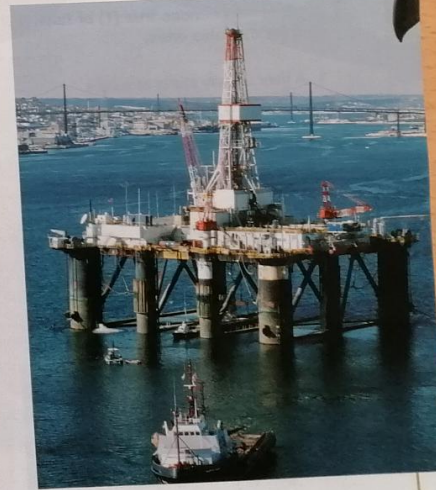
There are five oceans of the world: the Arctic, Atlantic, Pacific, Indian and Southern. The Mariana Trench, which is south of Japan, in the Pacific Ocean, is the deepest place on Earth. It is 10,924 metres below sea level. This is over 2,000 metres deeper than Mount Everest is high.

Seas are important for...

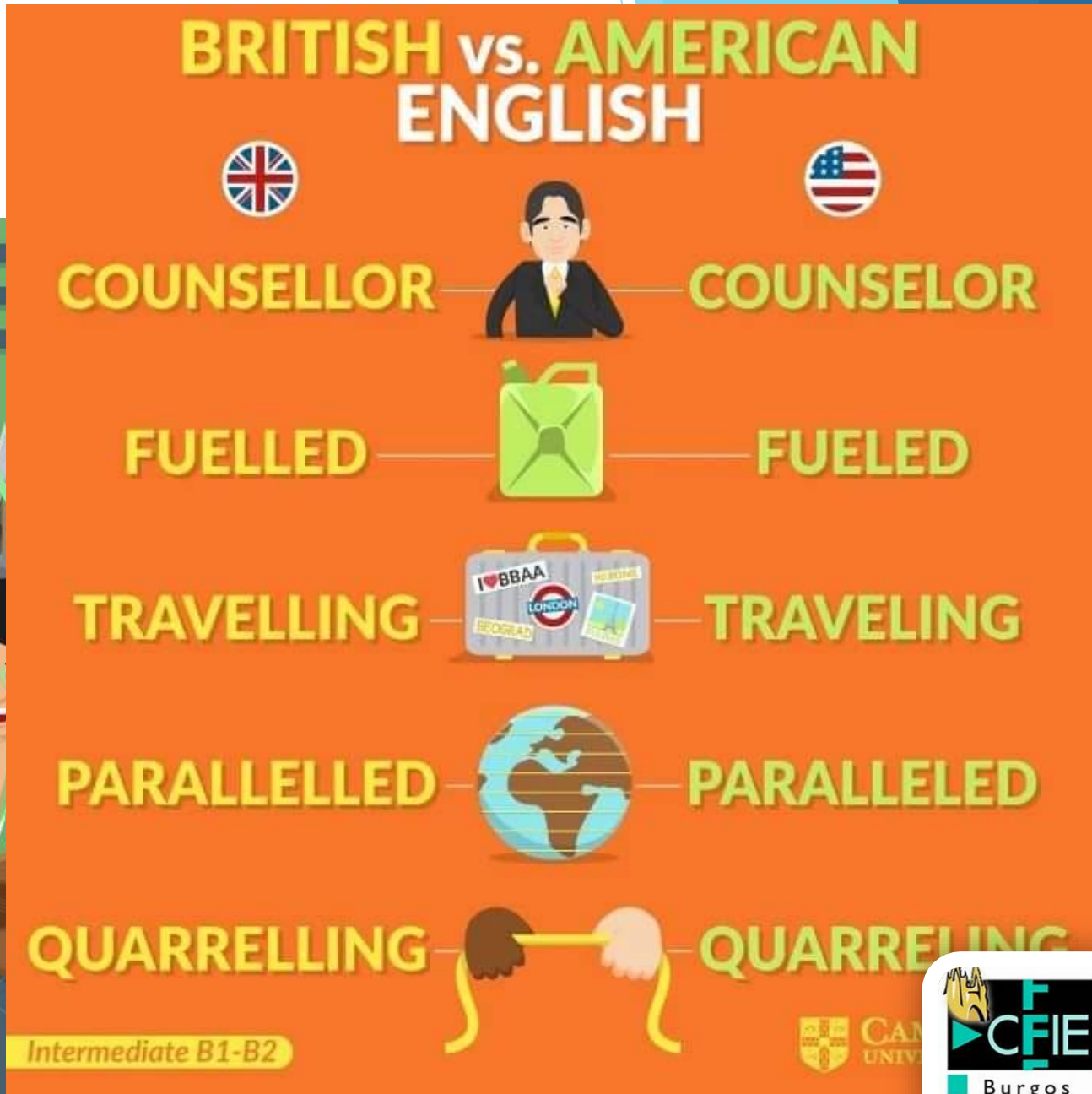
- fishing industries
- transportation of products and people around the world
- natural resources, like petroleum and natural gas

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**

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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 this time to have students think about a topic in a more meaningful way?
• All students think about a topic in a more meaningful way.
• All students think about a topic in a more meaningful way.
• All students think about a topic in a more meaningful way.

IN THE CLASSROOM
Play the Post-up game to help students answer questions in your Biology class!
• Ask your students a complex question, such as "Why is there so much diversity of life on Earth?"
• Ask the question on the blackboard or whiteboard.
• Give each student three post-its.
• Have students work in silence on their three post-its for a few minutes.
• Students then attach their three post-its to the board.
• As a class, select the best answers.
• Have students copy these down and then elaborate on them in a piece of written work or project.

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.
• All problem you want to change people's behavior is how to change people's behavior in order to stop global warming.
• All problem you want to change people's behavior is how to change people's behavior in order to stop global warming.

Boarding game to explain a process (for example, the process of global warming)
• Divide students into groups with sheets of paper and markers.
• Have students write down the steps of the process on their sheets.
• Have students present their sheets to the class.

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. The Poster game can help.
• The teacher reminds students everything they have learned about a historical context and the major philosophical movement that influenced it. The French Revolution and the Enlightenment, for instance.
• Students then begin work (individually or in groups) to create posters to visually represent the French Revolution and the Enlightenment.
• They can use traditional classroom materials or online resources to create their poster. They should try to use as little text as possible and illustrate their ideas with visual analogies, metaphors or direct representations.
• Once finished, display the posters in the class or digital classroom.
• Students vote on their favourite posters.

IN THE CLASSROOM
The Cover Story game encourages students to apply what they have learned about History to future, unknowable developments. For example, the future of the Technological Revolution.
• Tell students that, in teams, you want to imagine the future of the Technological Revolution.
• The teams then complete each section of the newspaper front page about the idea they have developed.
• The Headline conveys the substance of the cover story.
• The story explains the big idea students have developed.
• The sidebar related to the story.
• Quotes from the story.
• Images and illustrations related to the story.

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, and put the post-it in the middle of a post 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.

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EN EL I.E.S. ABAJA DE ARÉVALO (ÁVILA)

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.

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IN THE CLASSROOM
The Visual Glossary game helps students clarify the meaning of terms that otherwise be tricky to understand.
• Divide students into groups in which they each suggest the difficult vocabulary item they have come across during the class or unit;
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VISUAL GLOSSARY



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.

WHAT IS IT?

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

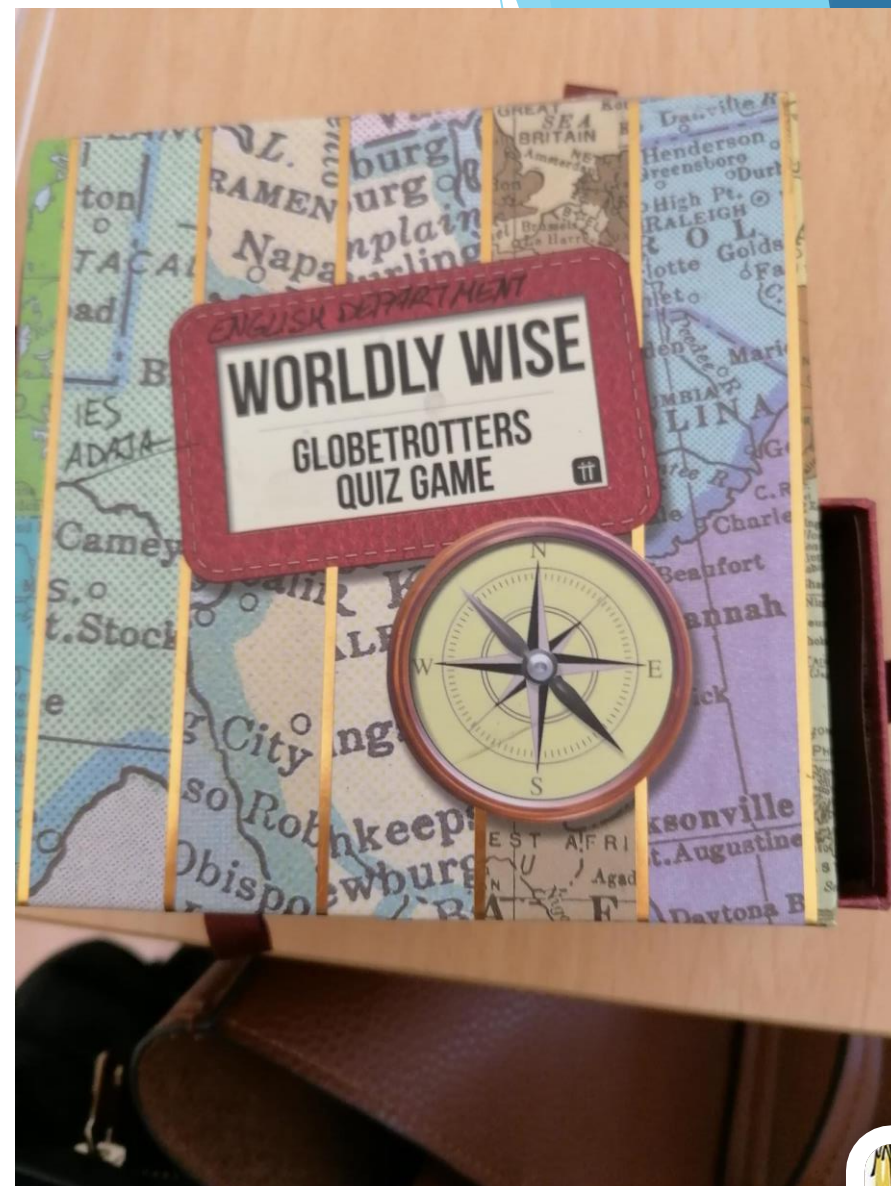
GREAT FOR:

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

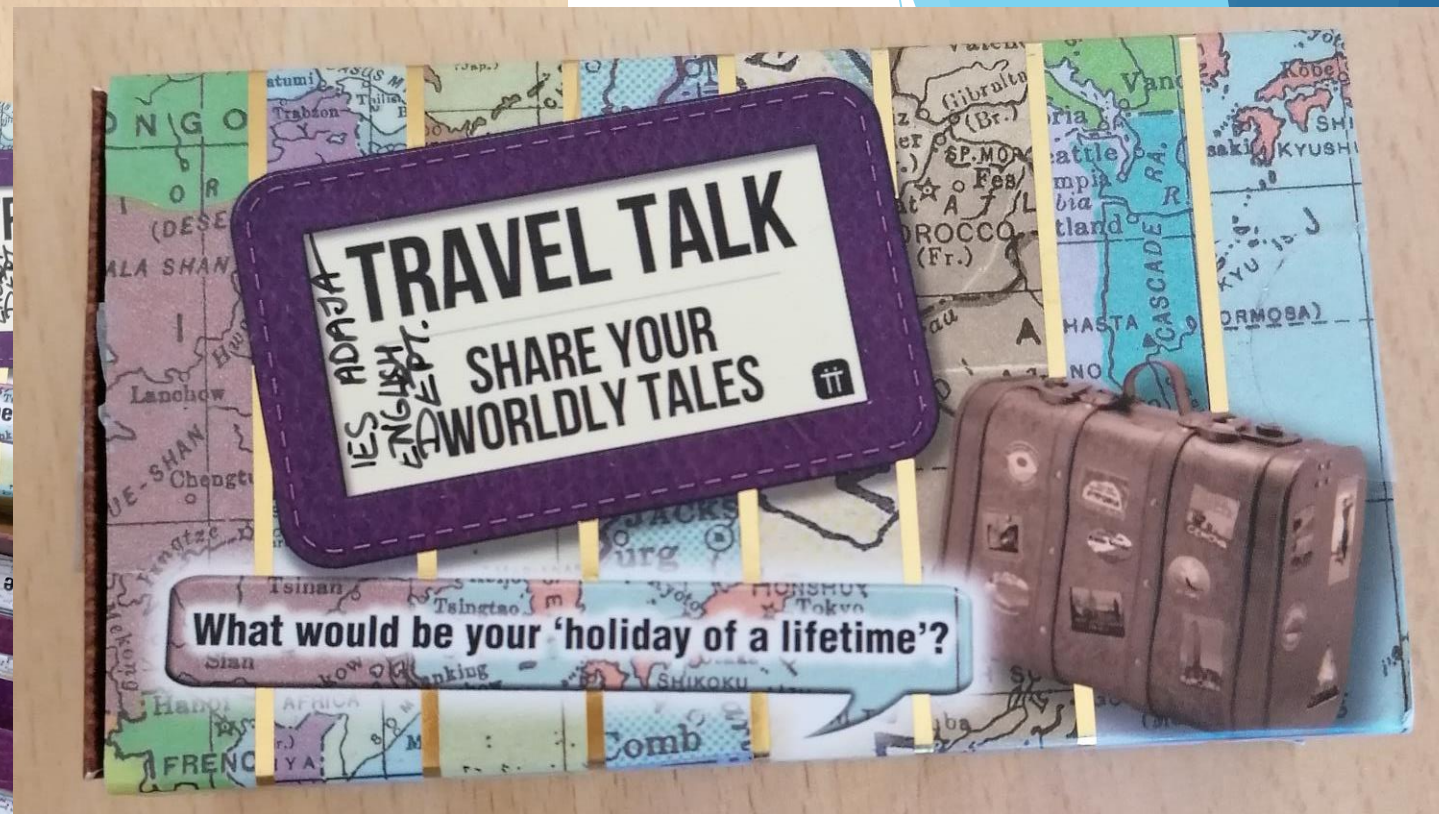
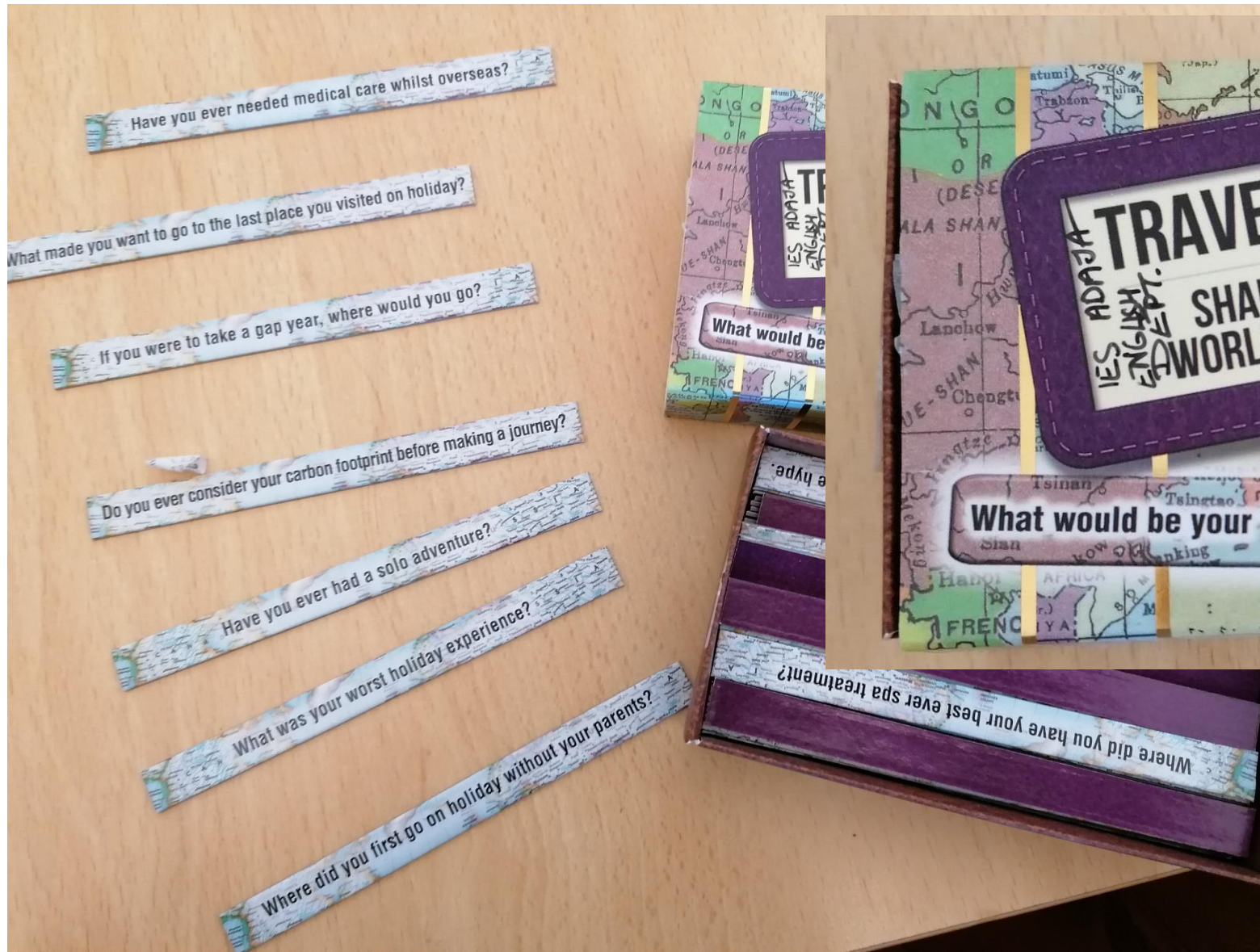
WILL HELP YOU TO:

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

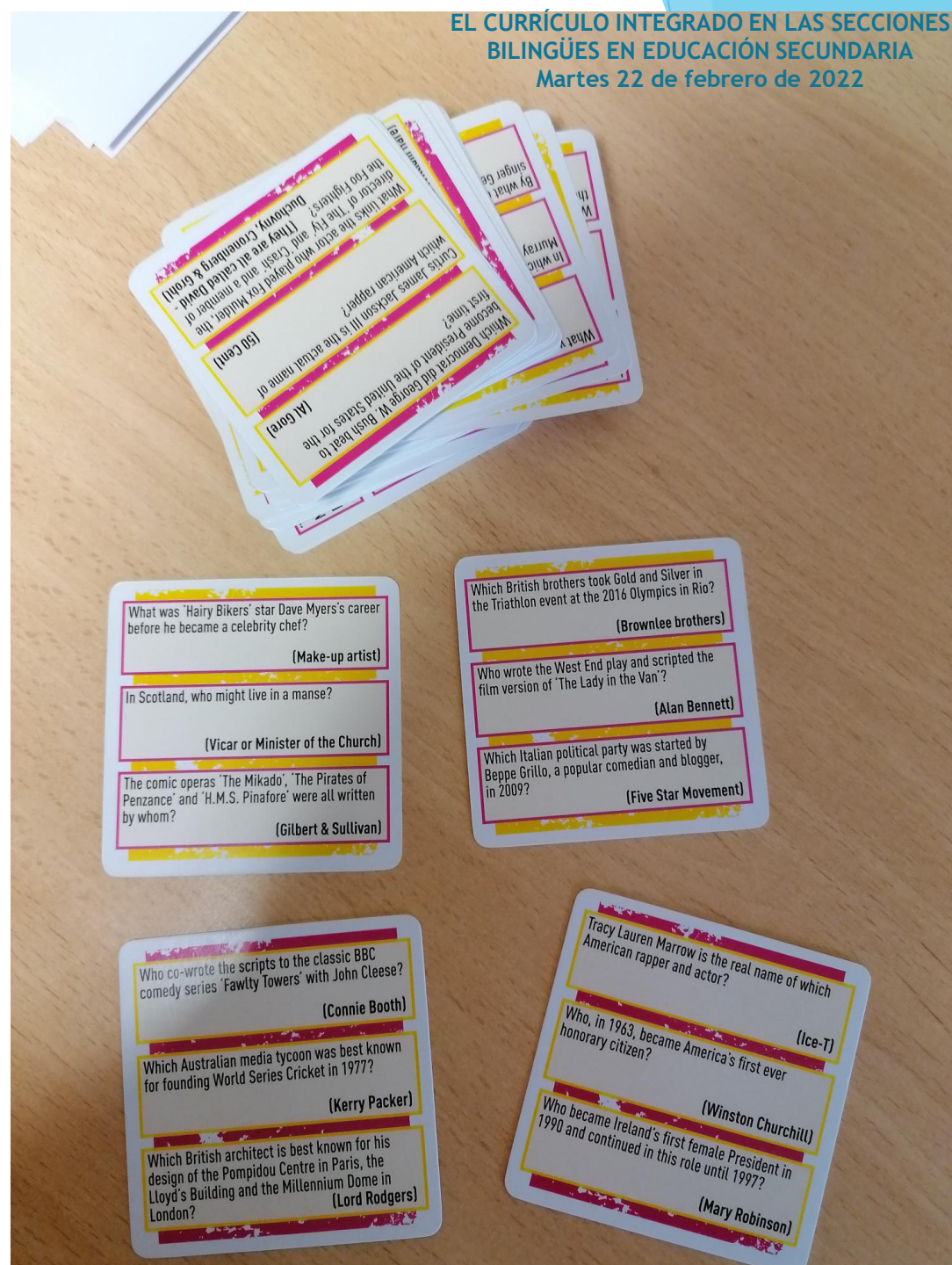
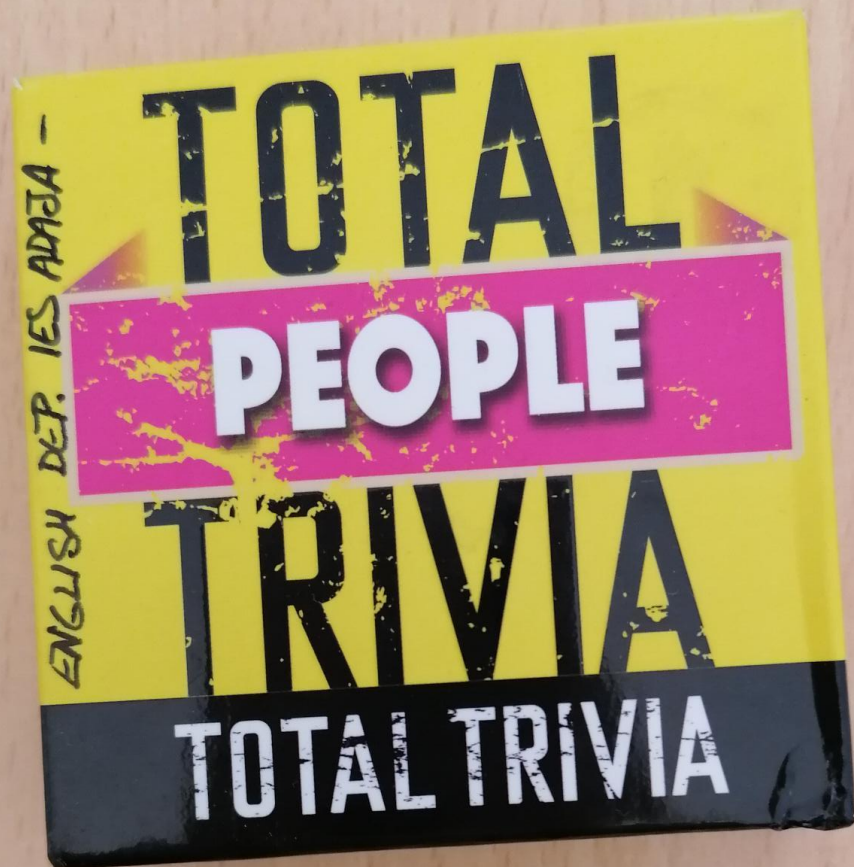
JUEGOS



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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
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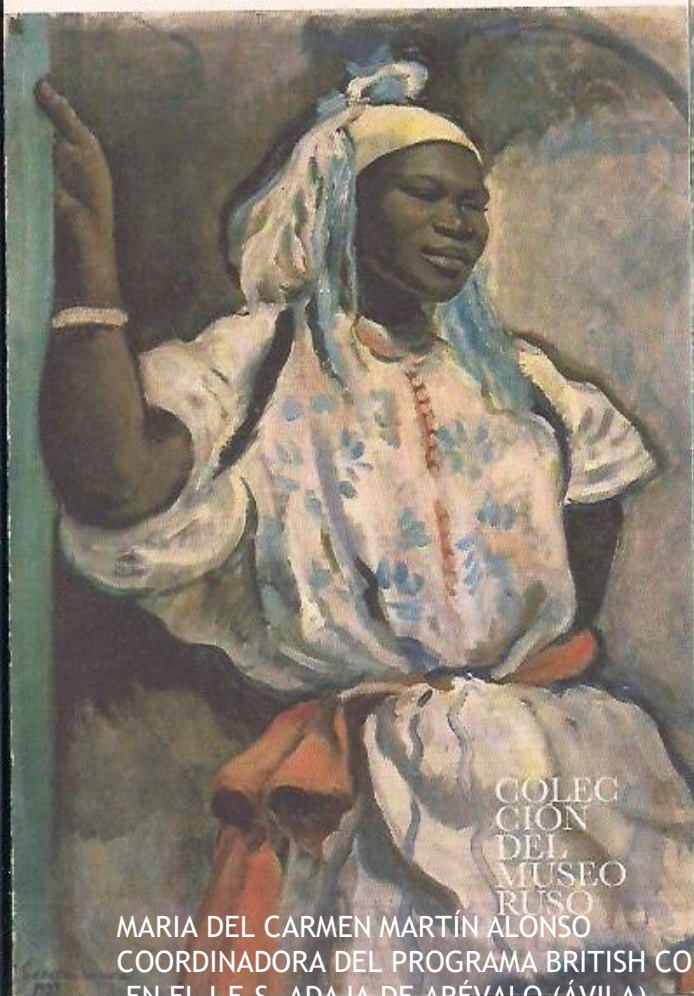
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EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

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Febrero – Septiembre – 2018



COLECCION DEL MUSEO RUSO

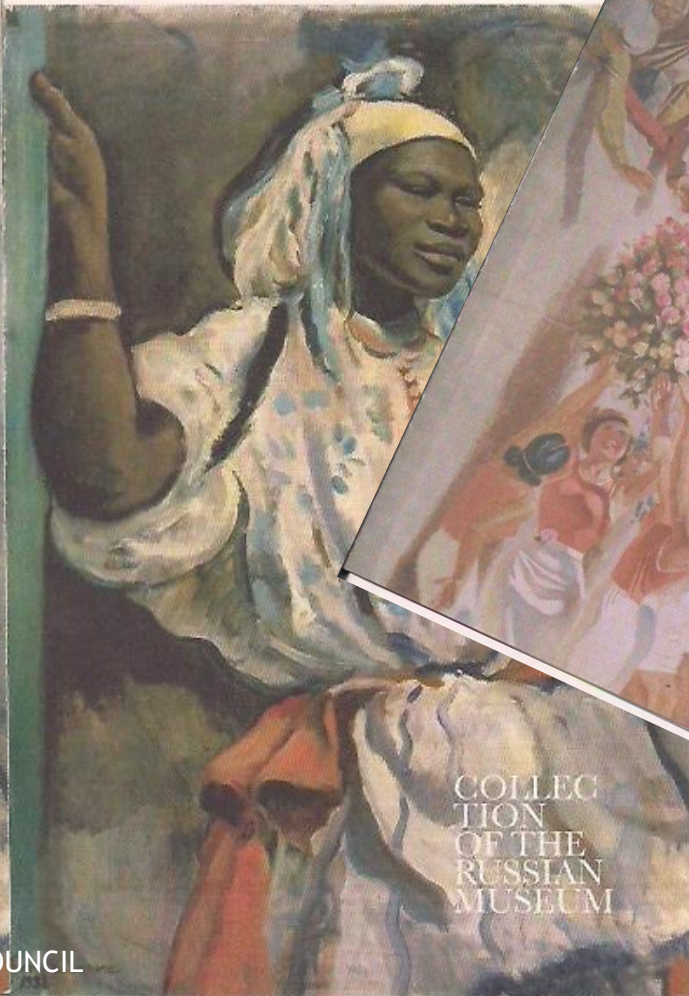
MARIA DEL CARMEN MARTÍN ALONSO
COORDINADORA DEL PROGRAMA BRITISH COUNCIL
EN EL I.E.S. ADAJA DE ARÉVALO (ÁVILA)

ENGLISH

THE TRAVELLER'S GAZE

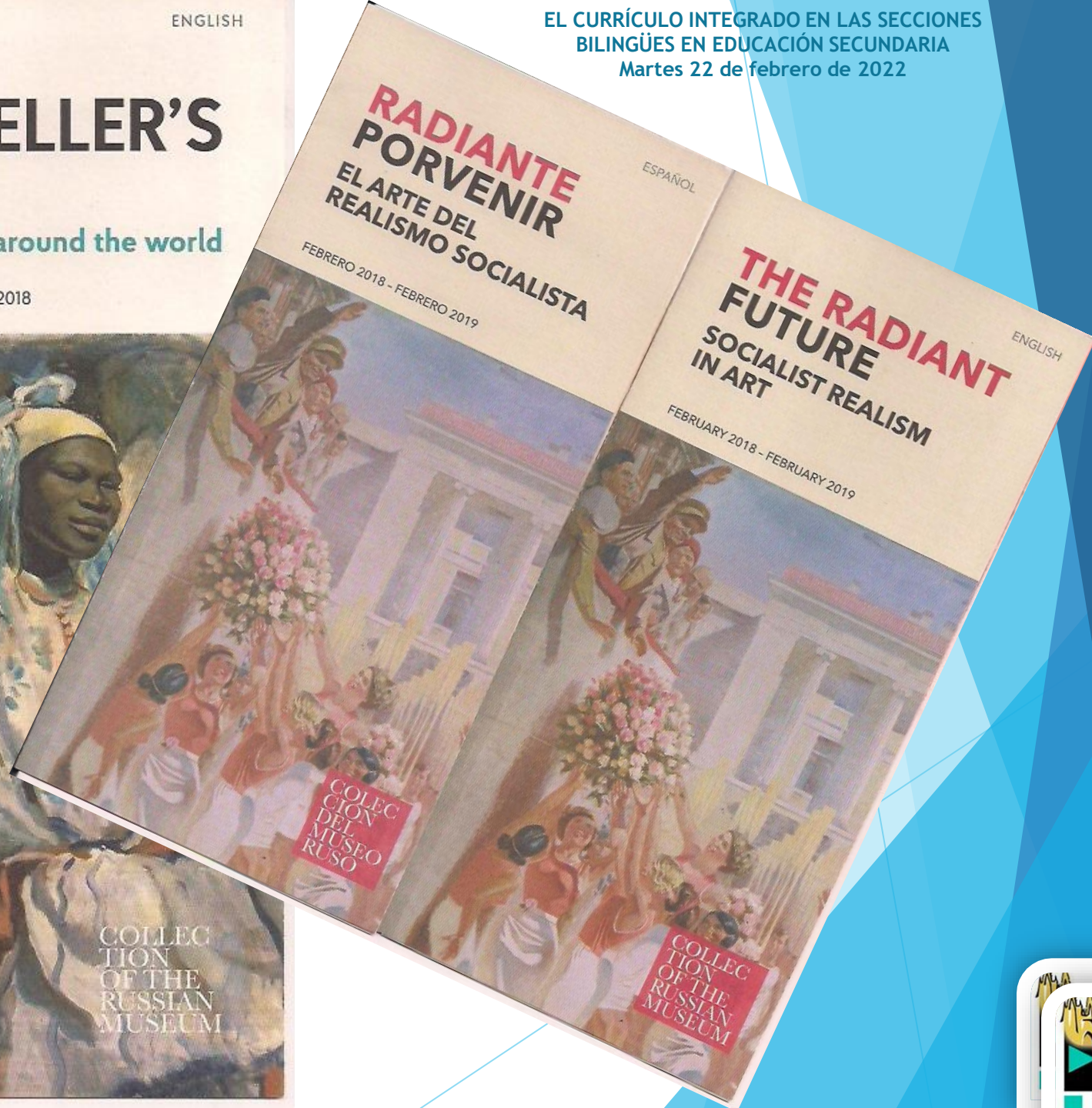
Russian artists around the world

February – September – 2018



COLLECTION OF THE RUSSIAN MUSEUM

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



Materiales que pueden aportar los alumnos

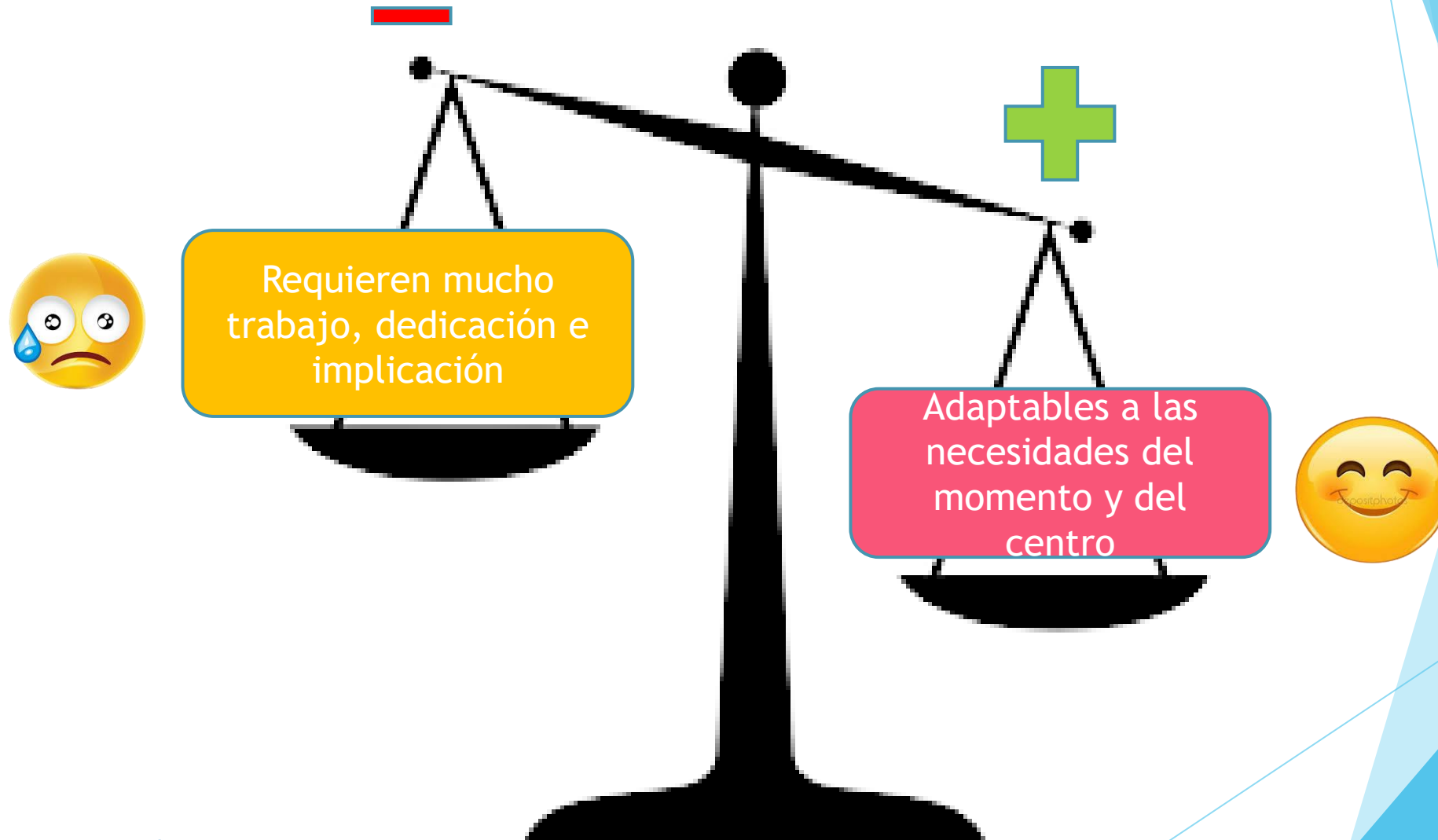
Pueden traerlos de casa y los
podemos utilizar para
asambleas, para story telling,
para recreación de contextos....





RECURSOS FÍSICOS DE ELABORACIÓN PROPIA

Recursos de elaboración propia





Muchos pocos

hacen un mucho

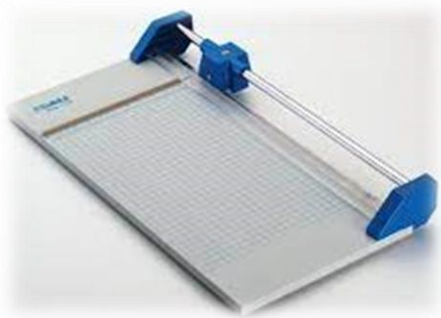
Rentabilizar el trabajo

- ▶ 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



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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

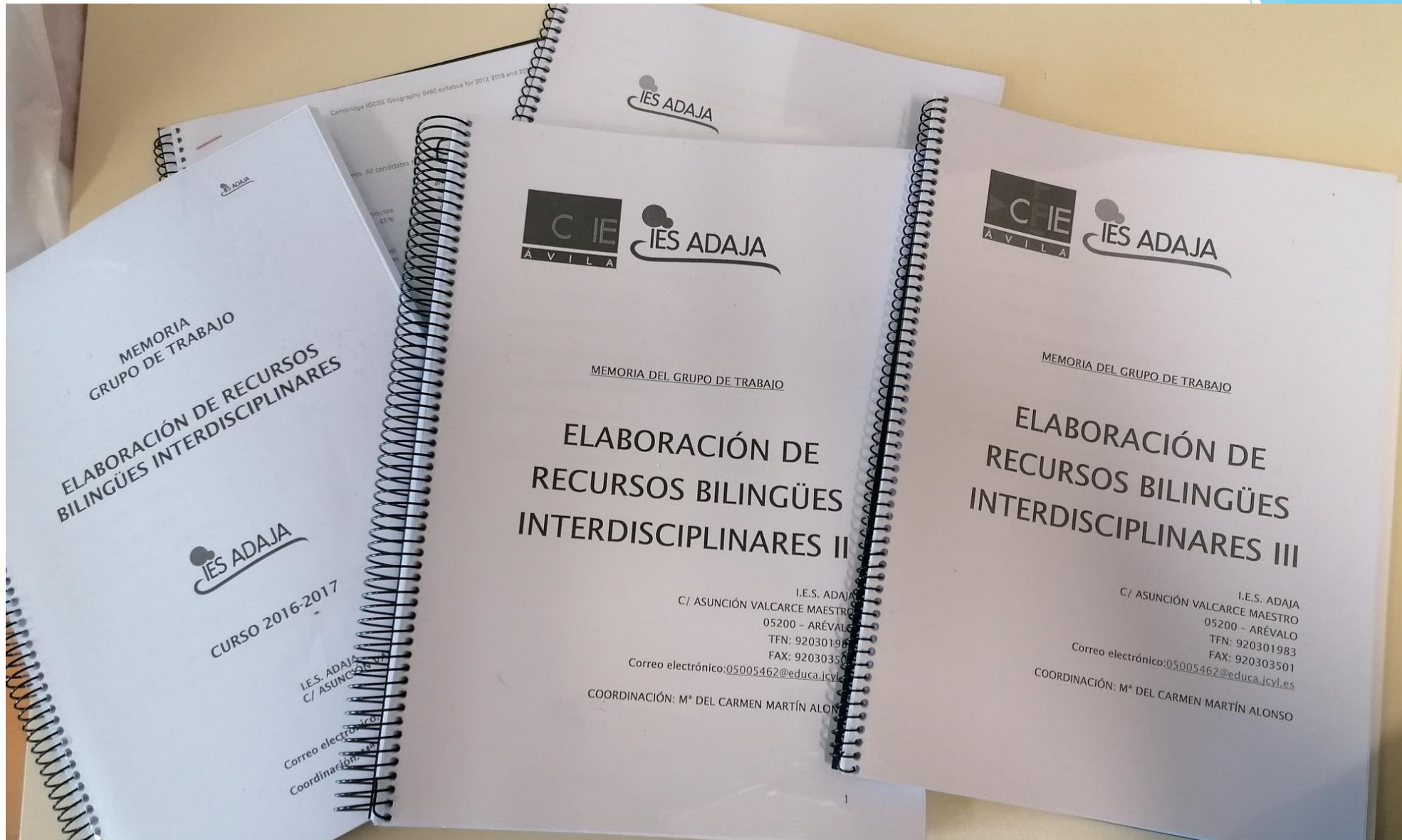
YOU ARE THINKERS

YOU ARE IMPORTANT
YOU ARE a friend

YOU ARE THE REASON

WE ARE HERE!

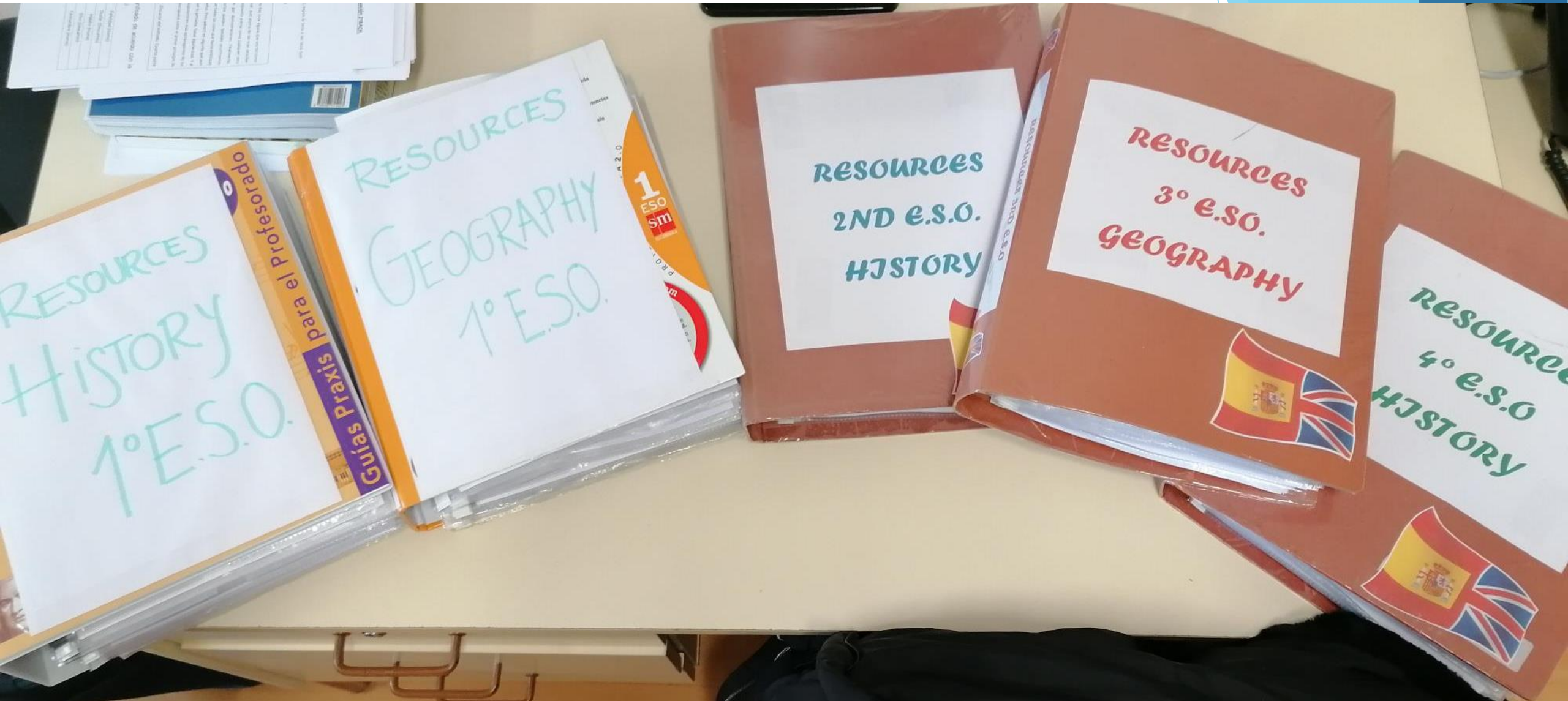




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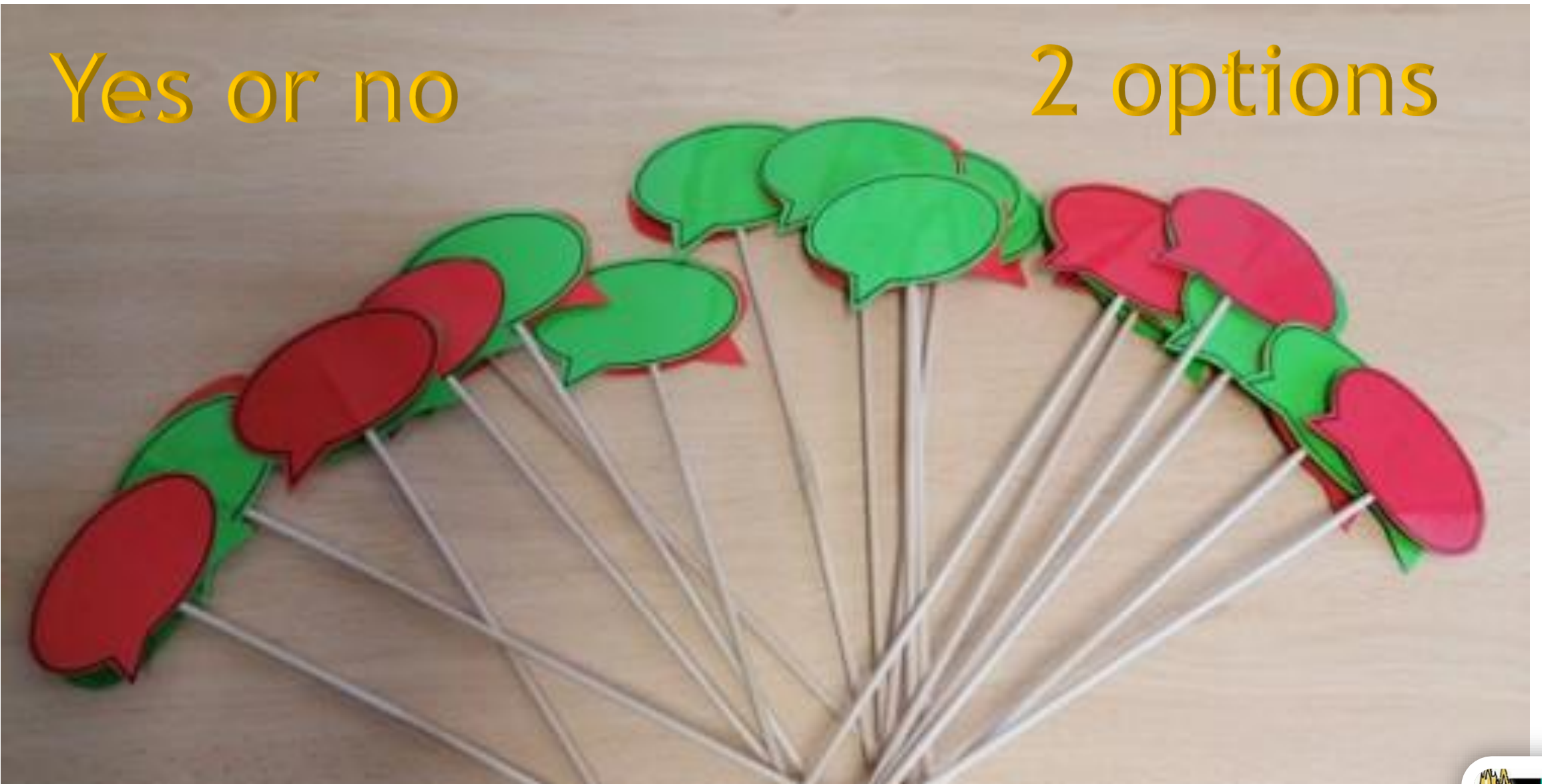


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Yes or no

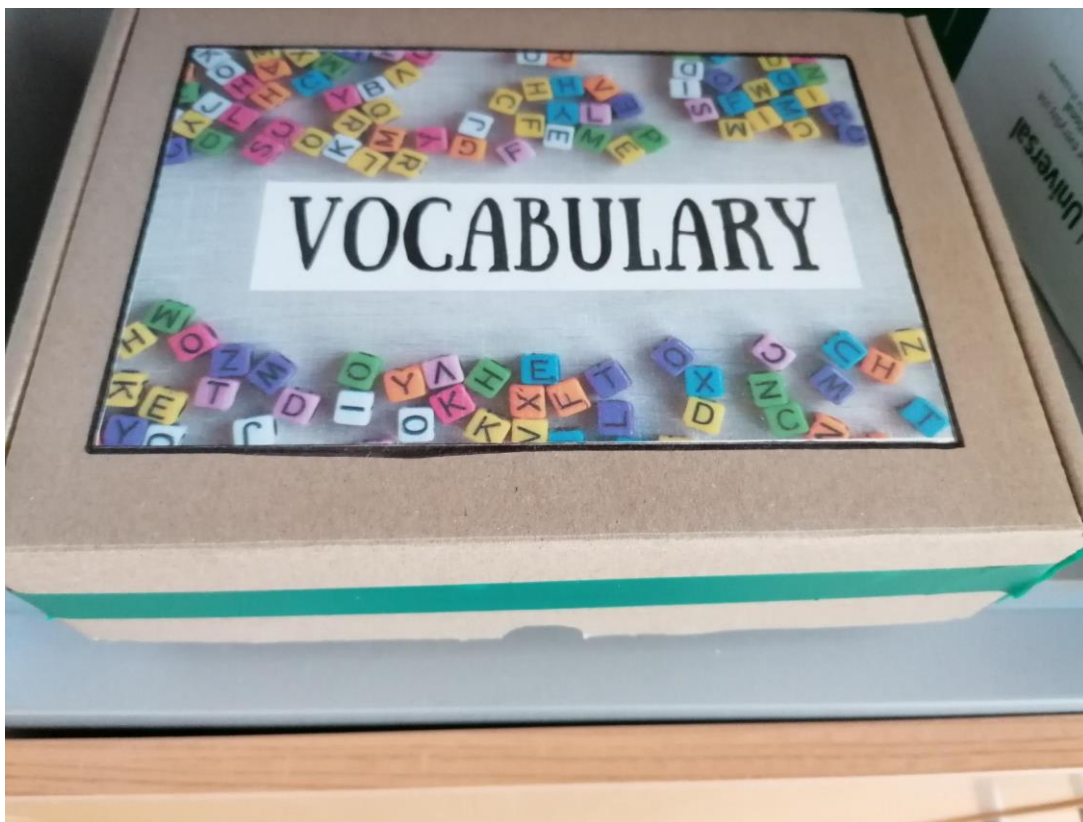
2 options



Erasable boards

WELCOME

VOCABULARY BOX



MARIA DEL CARMEN MARTÍN ALONSO
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GRAMMAR

BRITISH ROOM CARDS

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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 speak 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
- their comments etc
- o Interesting docum
- publications of th
- o The self assessm
- o You have to pre
- of 5 questions i
- of your expos
- 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...

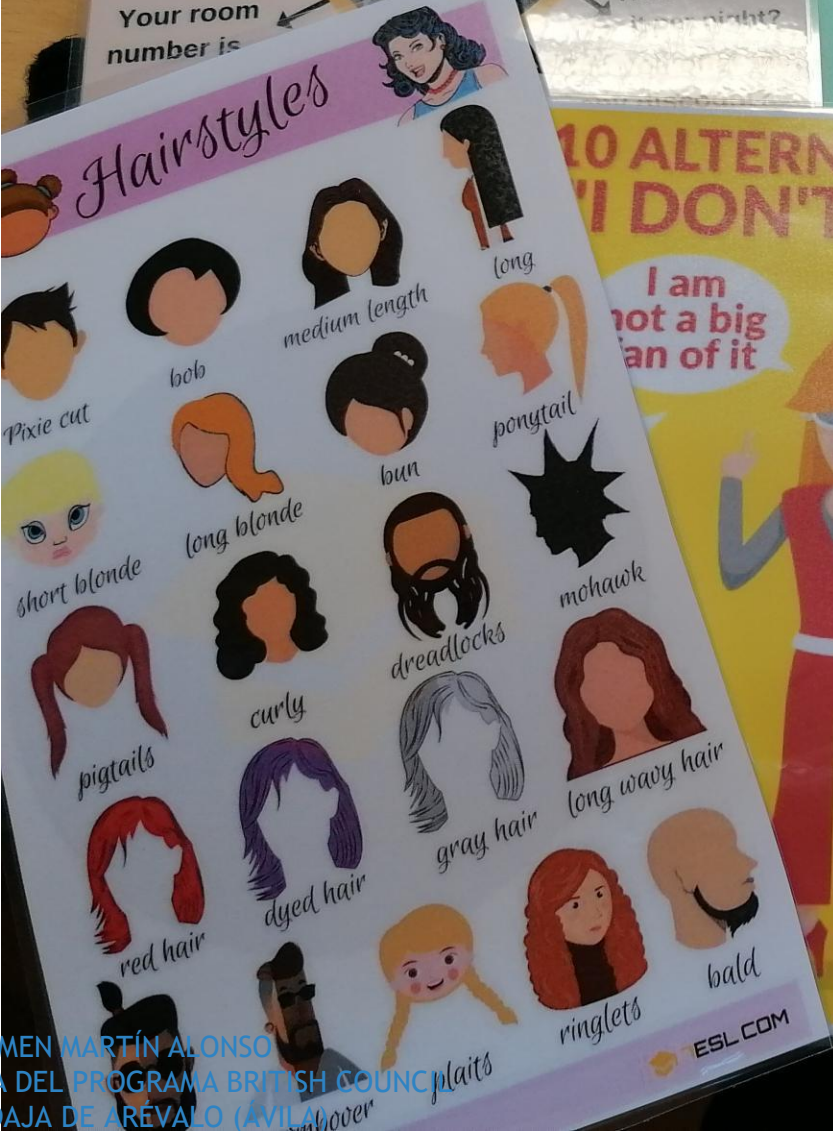
I'd like a room with two beds
I'd like a double room
Checkout time is...
How much is it per night?

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
- mohawk
- dreadlocks
- curly
- pigtails
- gray hair
- red hair
- dyed hair
- long wavy hair
- ringlets
- plaits
- bald

ESL.COM

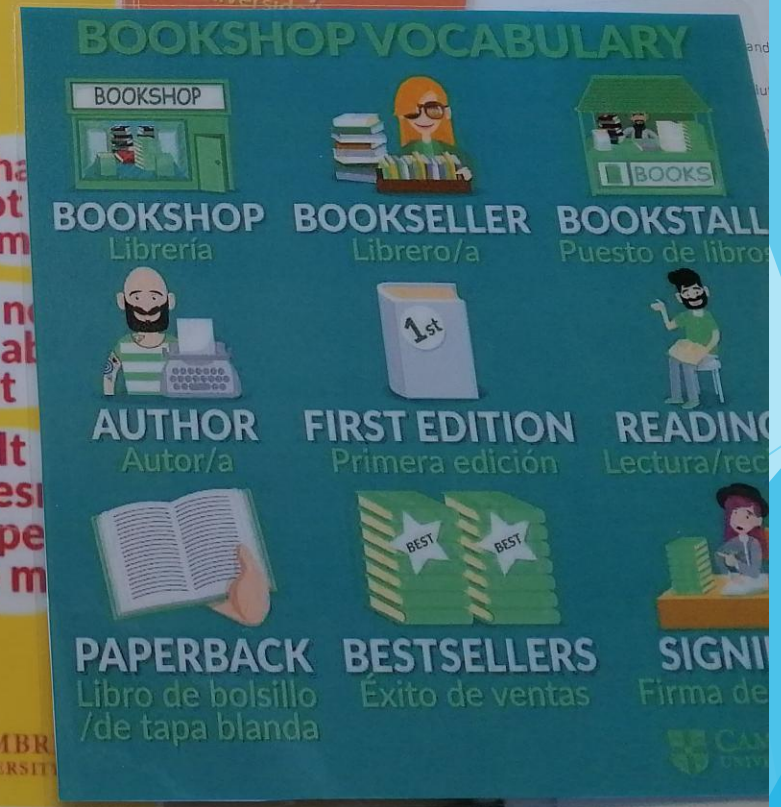
10 ALTERNATIVES TO "I DON'T LIKE IT"



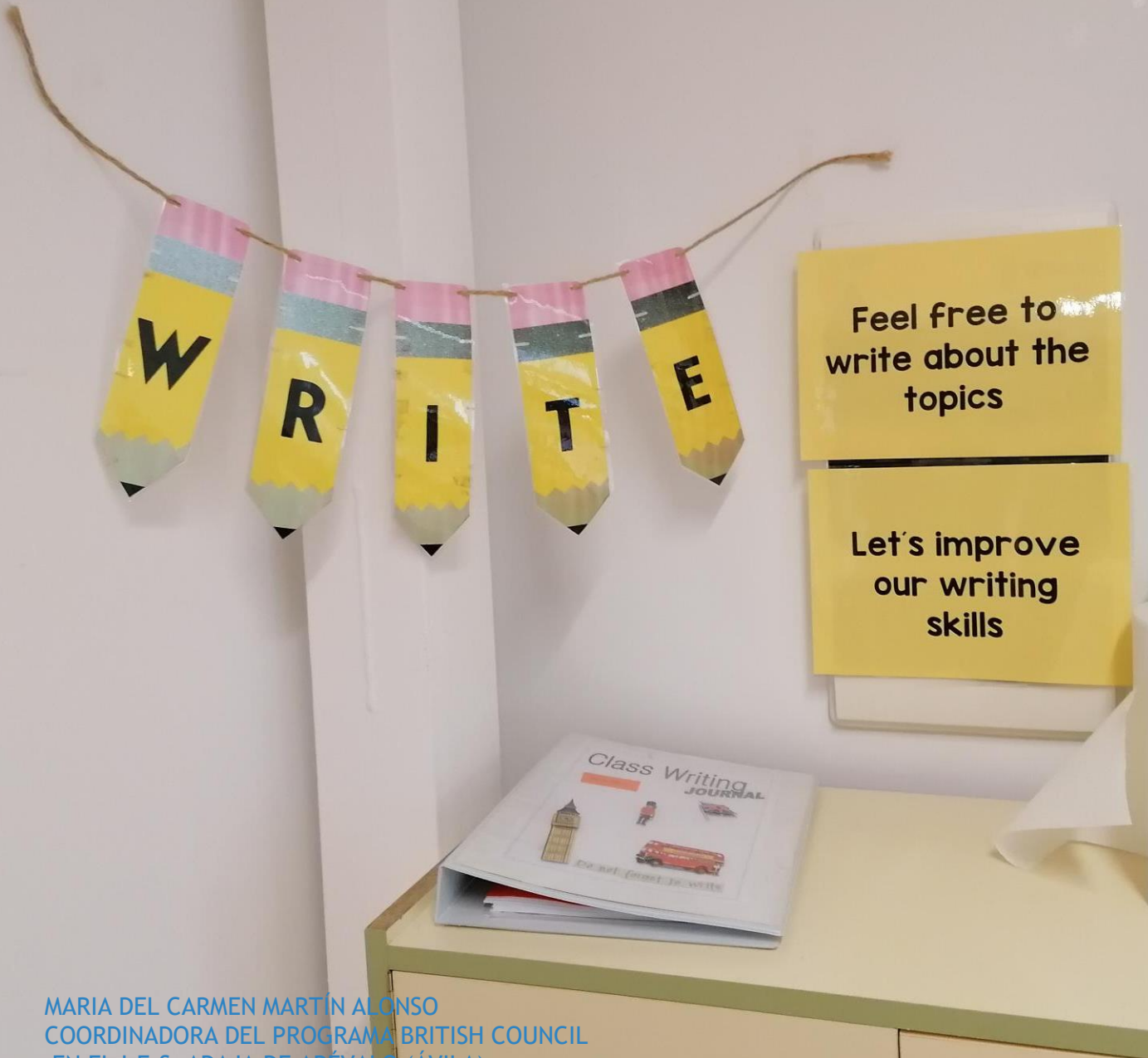
- I am not a big fan of it
- I don't fancy it
- That's not my thing
- I'm not crazy about it
- It doesn't appeal to me
- I'd rather not

CAMBRIDGE UNIVERSITY

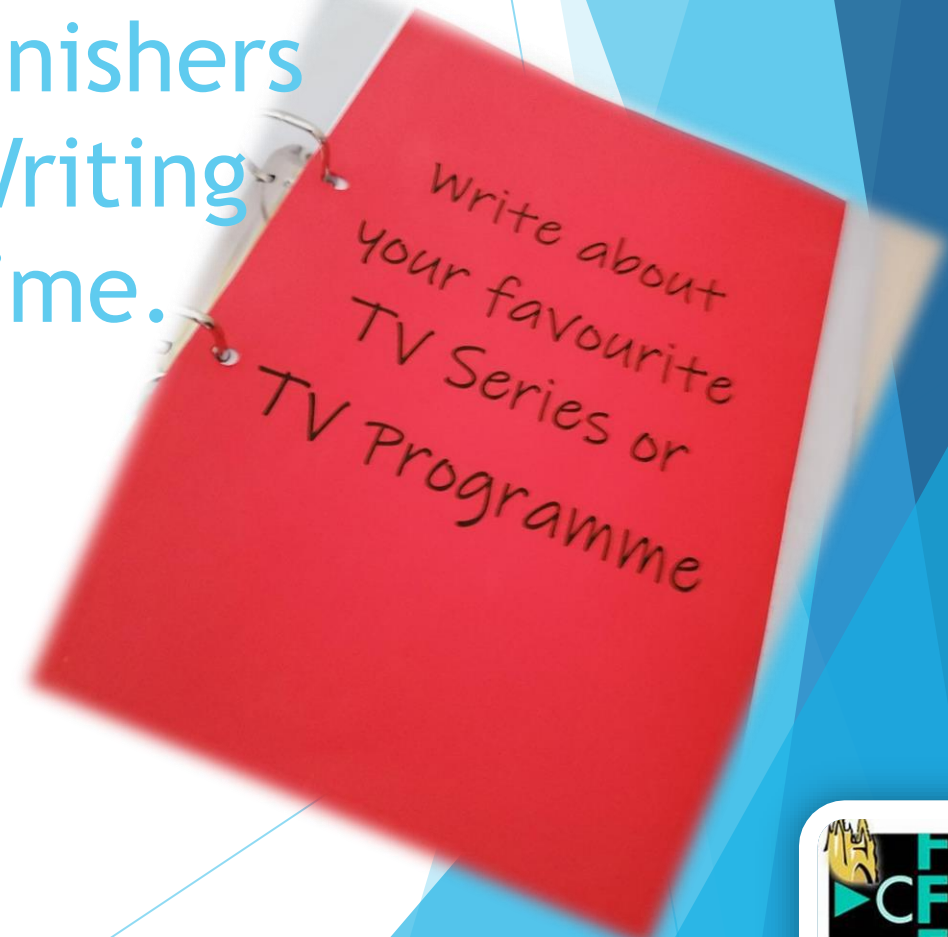
BOOKSHOP VOCABULARY



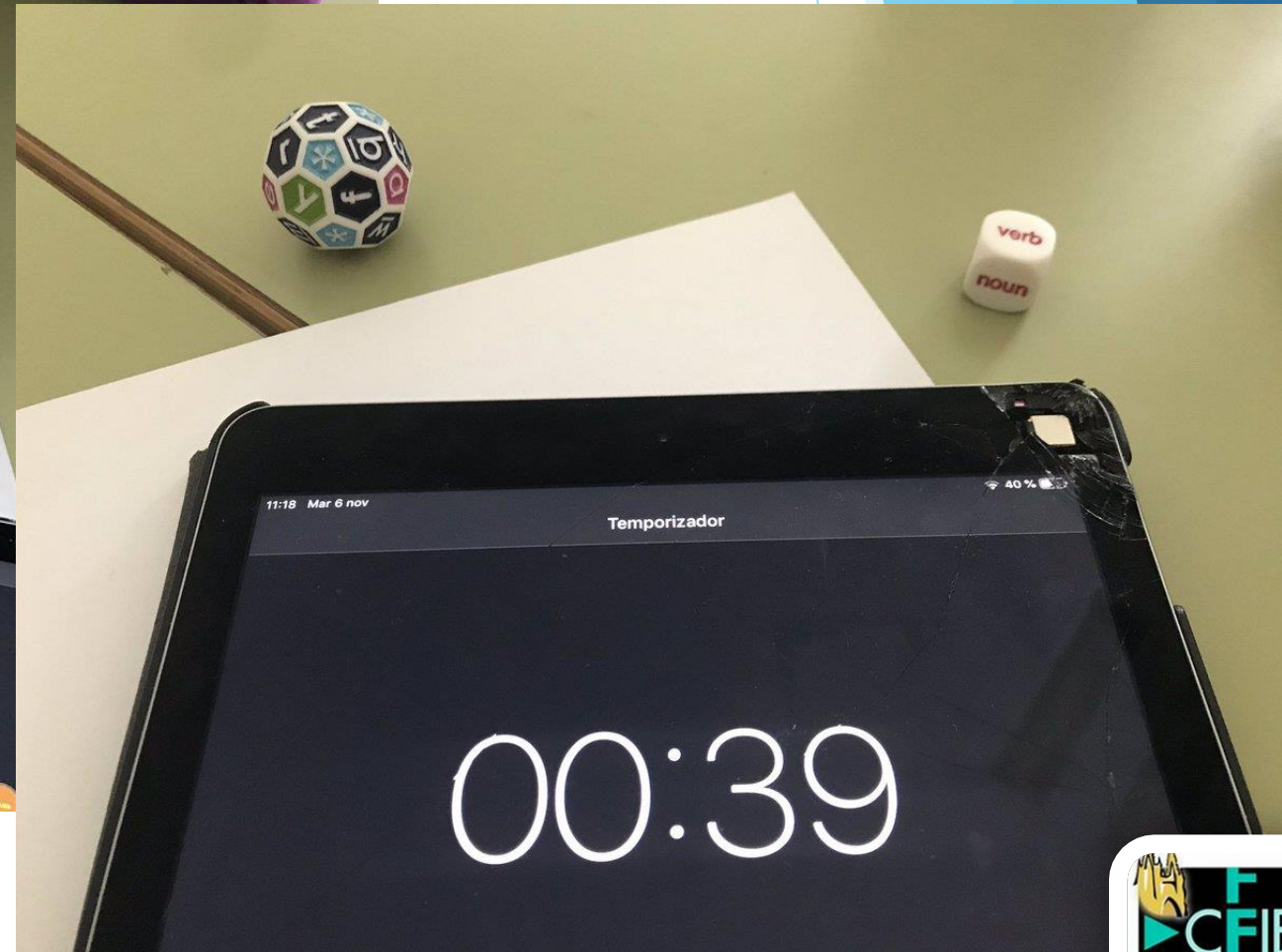
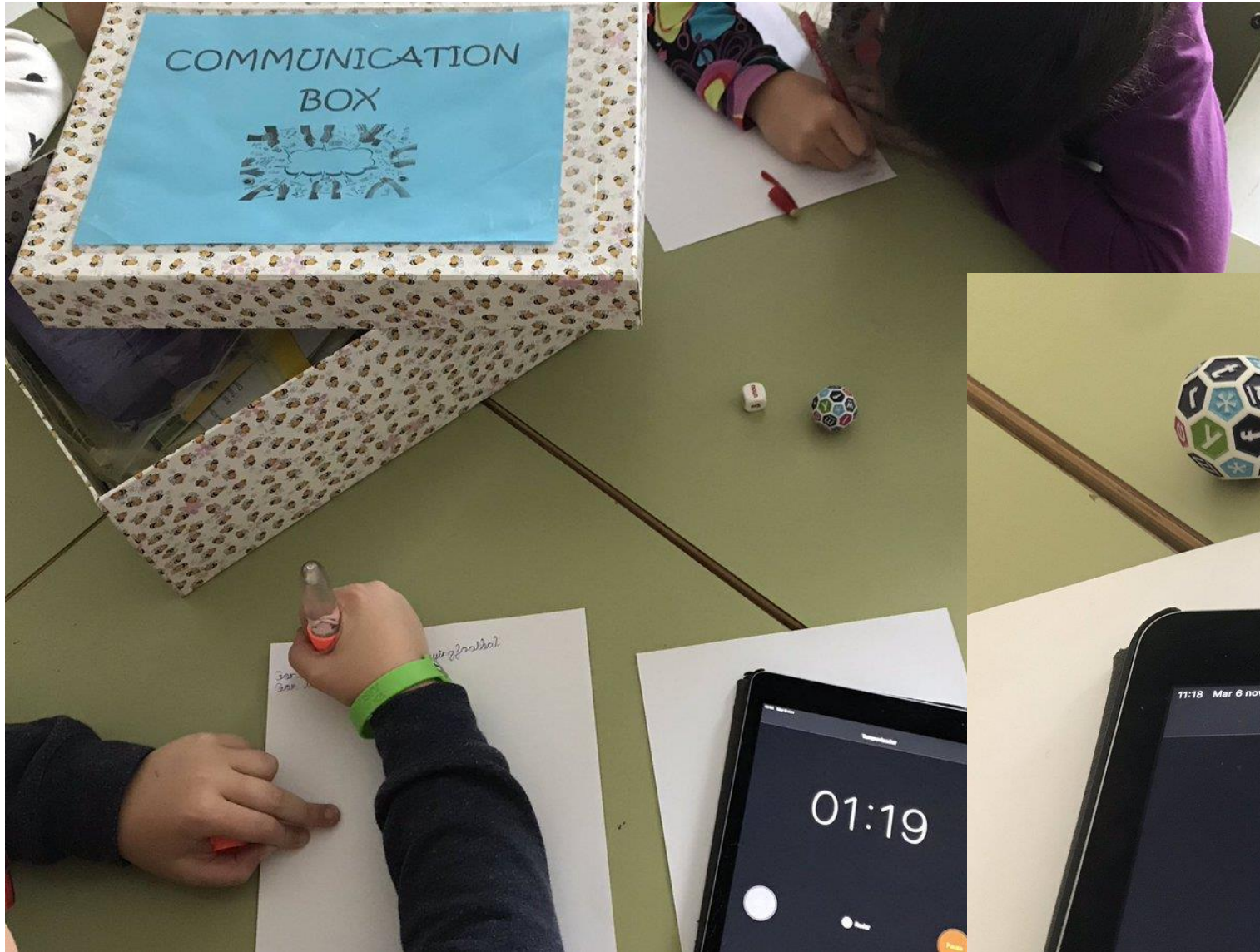
- BOOKSHOP / Librería
- BOOKSELLER / Librero/a
- BOOKSTALL / Puesto de libros
- AUTHOR / Autor/a
- FIRST EDITION / Primera edición
- READING / Lectura/lectura
- PAPERBACK / Libro de bolsillo / de tapa blanda
- BESTSELLERS / Éxito de ventas
- SIGNATURE / Firma de



Fast finishers Writing time.







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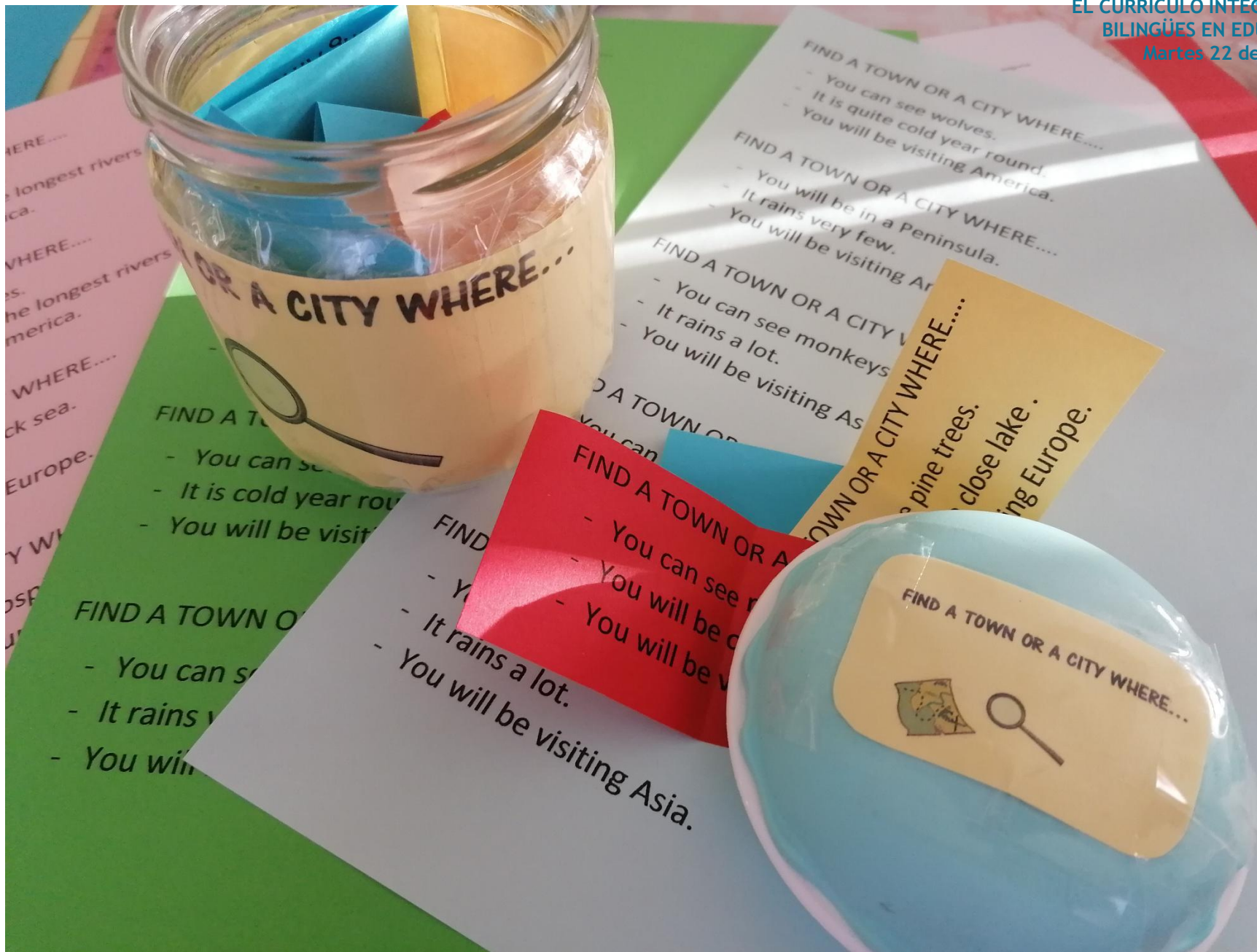




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Customizar juegos de mesa y adaptarlos a actividades














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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 2 years.
- S + have/has + not + been + V-ing
They have not been learning English for 2 years.
? Have/has + S + been + V-ing
Have they been learning English for 2 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"
before the verb "antes del verbo"
before the verb "antes del verbo"
before the verb "antes del verbo"

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 to 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?

FUTURE SIMPLE: Predictions about future with verbs like think, believe, expect, etc... / On-the- spot decisions./ Promises, threats, warnings, requests, hopes and offers / Actions that will definitely happen in the future.
WILL
Ex. I will go to the doctor next Monday.

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.

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BOTH: the two alternatives
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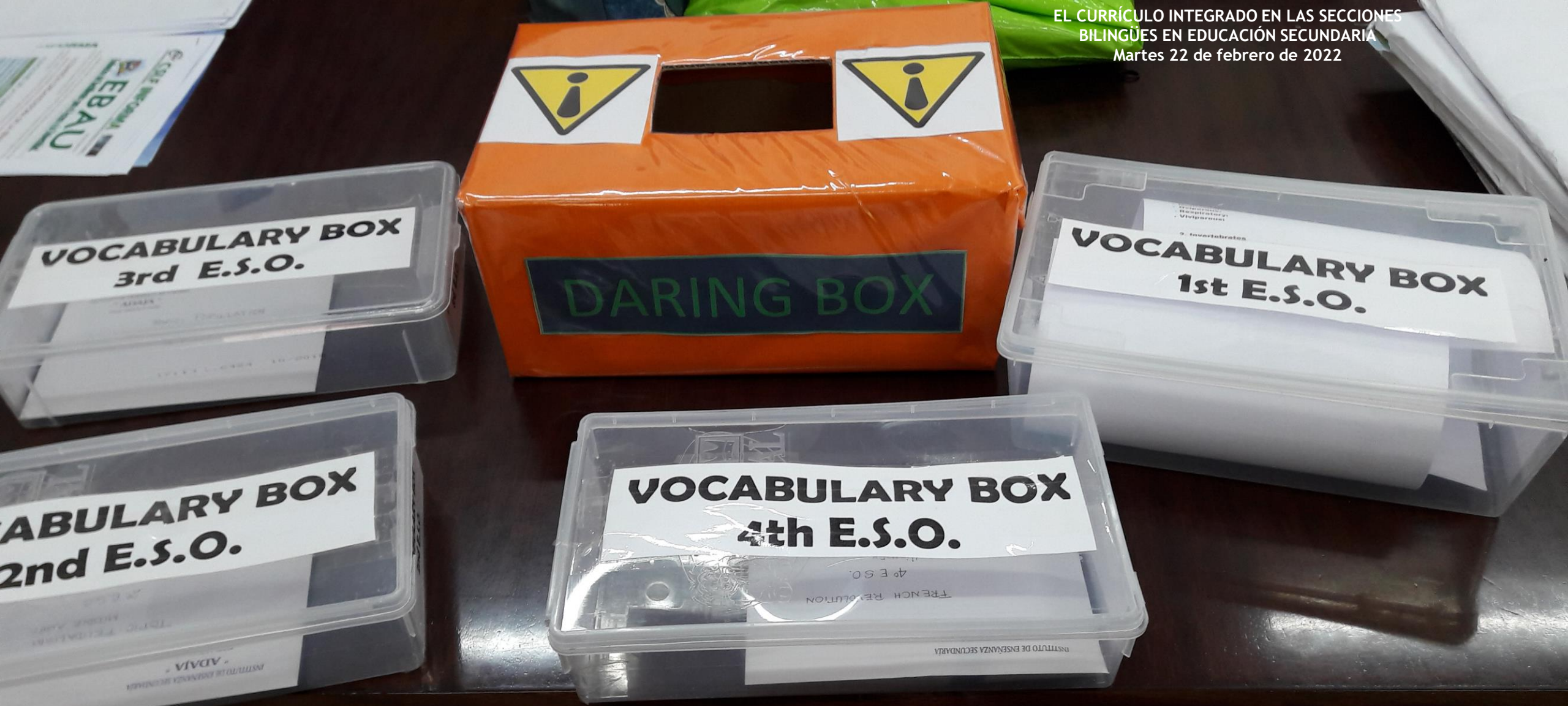
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before the verb "antes del verbo"
before the verb "antes del verbo"



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.

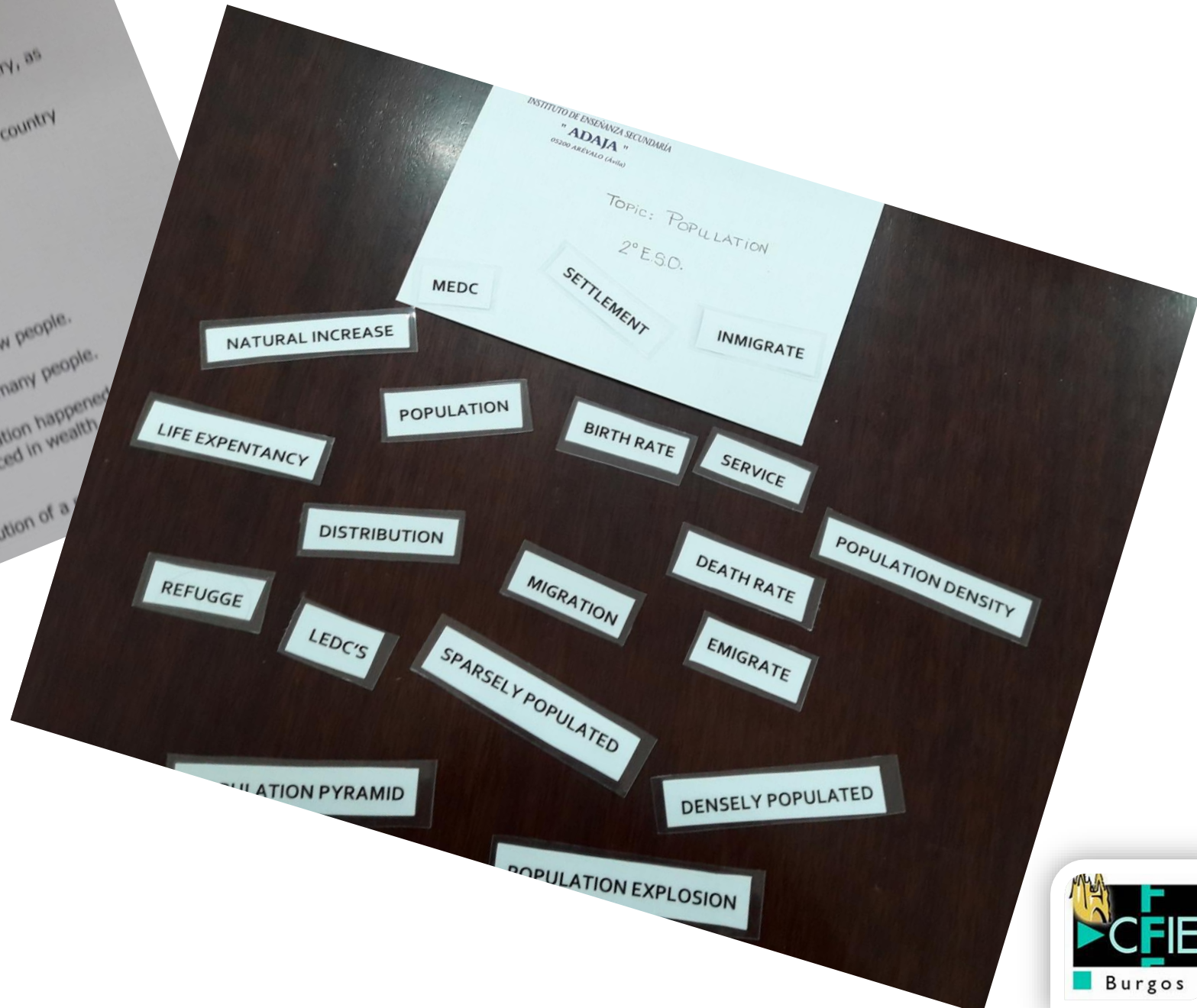
Settlement: Place where people live.

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

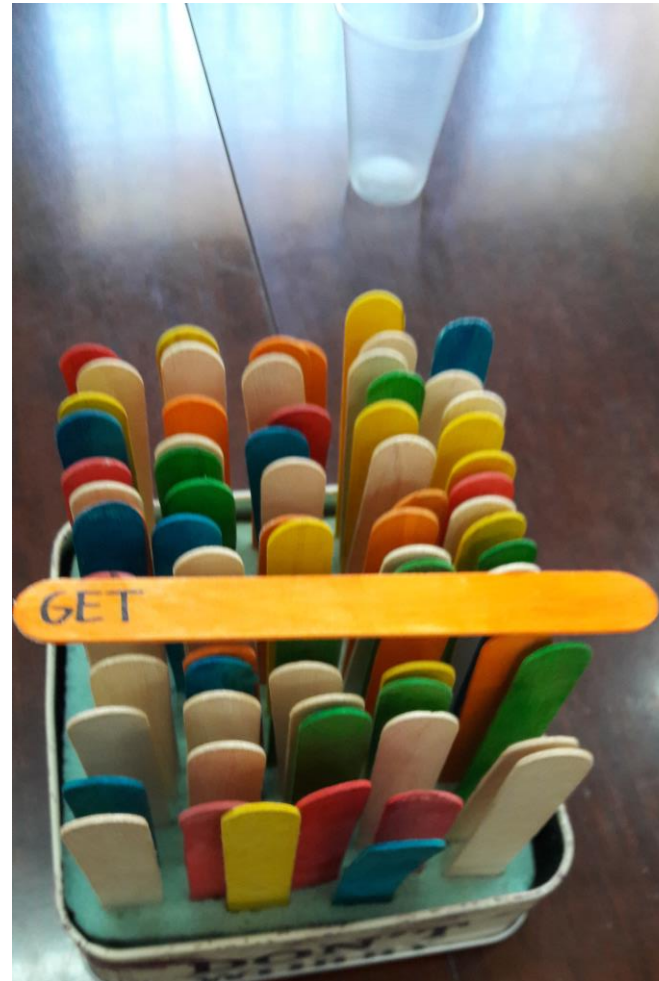
Densely Populated: It is said about places that contain many people.

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?



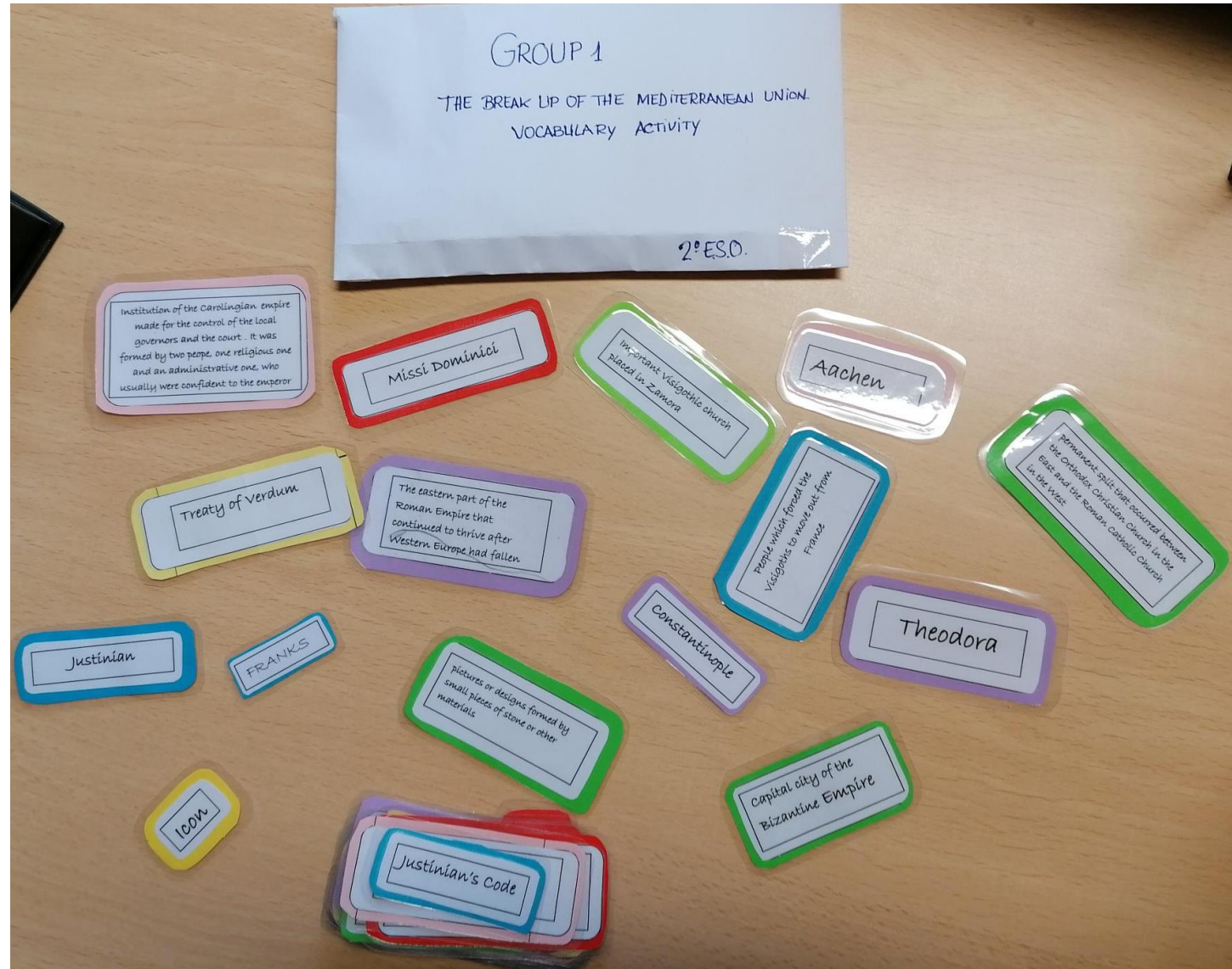
Find someone who...

Find someone who...

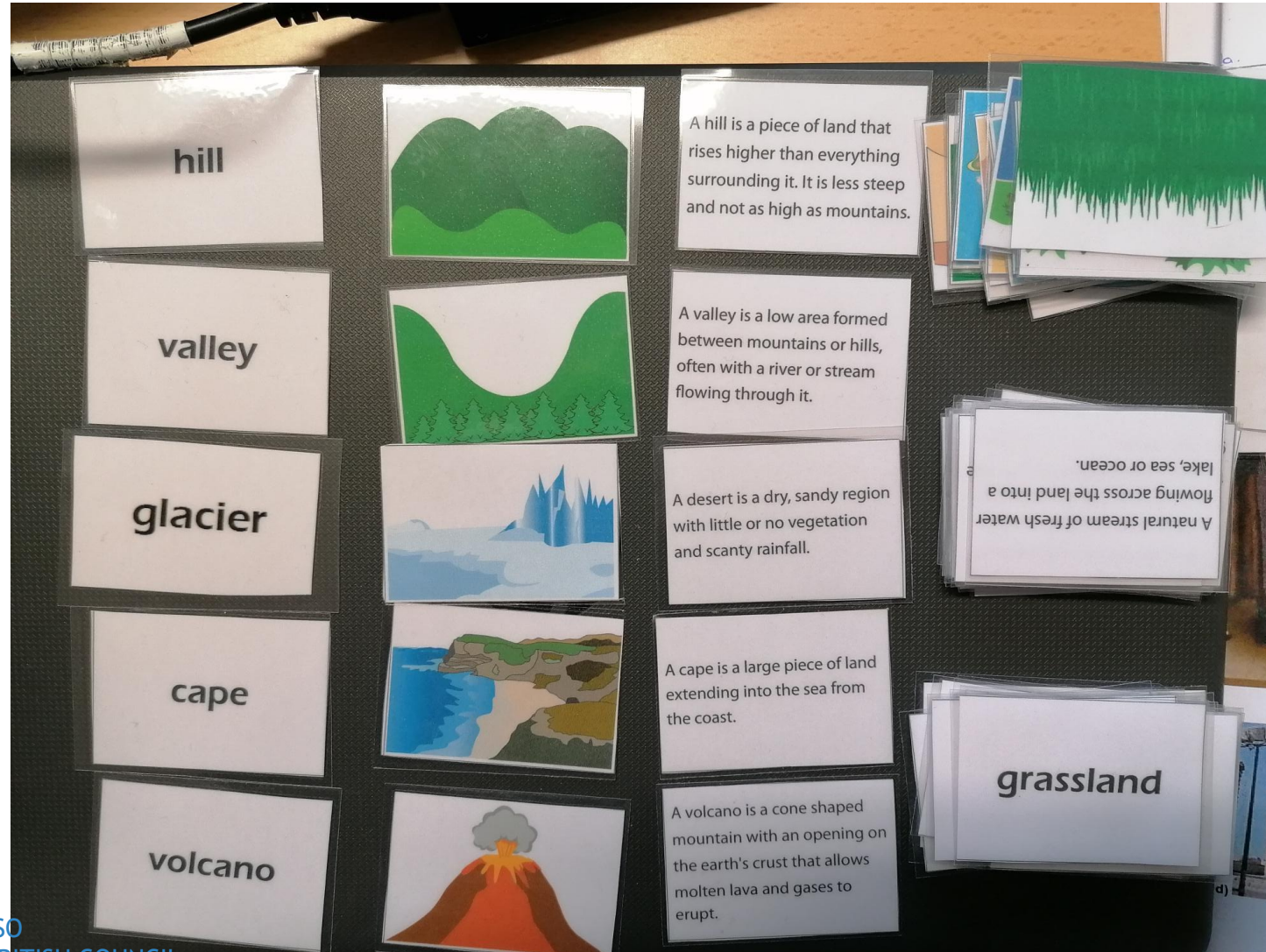
| | | | | |
|----------------------------------|-------------------------------|--|----------------------------------|------------------------|
| Likes Harry Potter | Has been to Australia | Lives in London | Runs every week | Loves English |
| Thinks CLIL does not really work | Does not like Game of 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



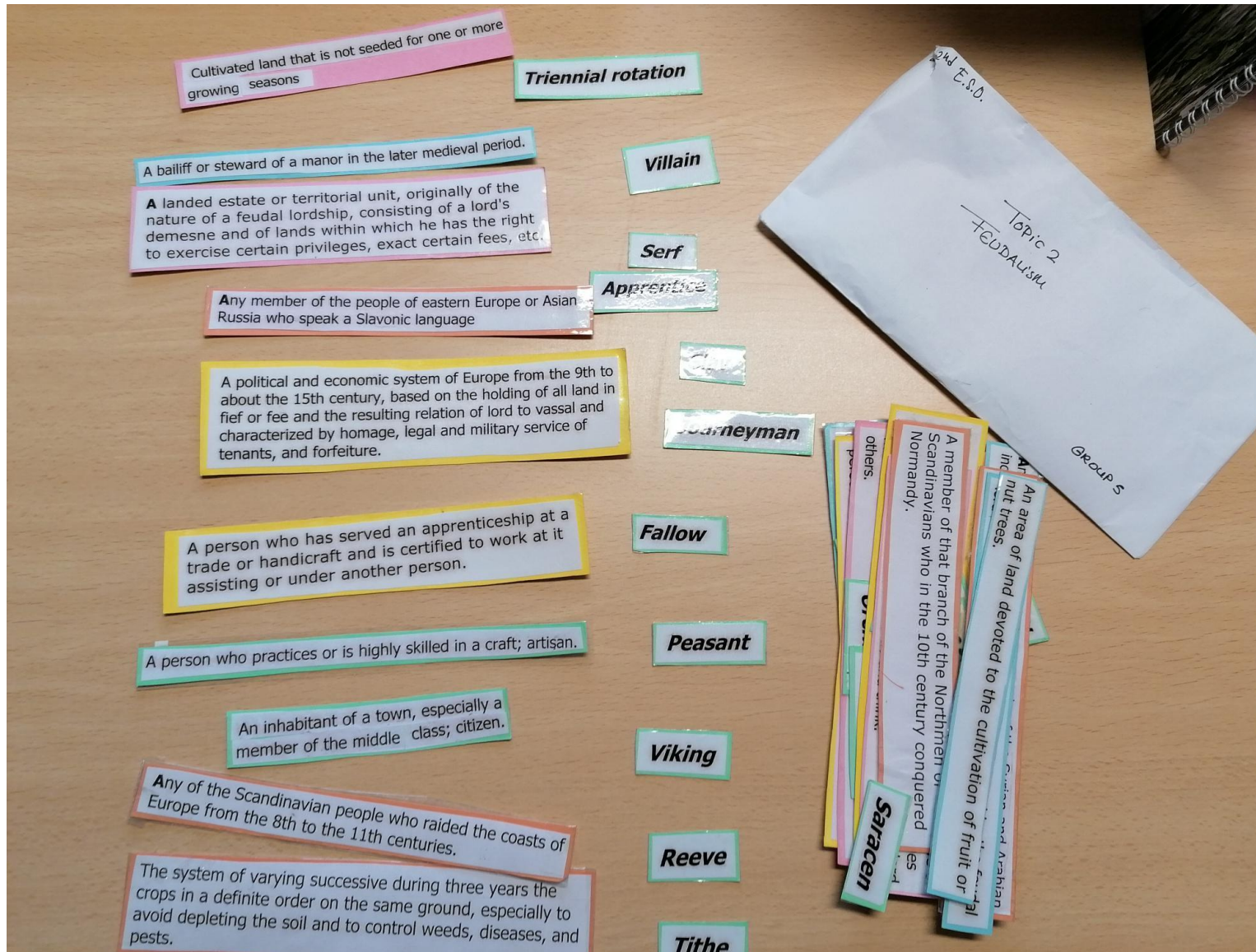
FLASH CARDS



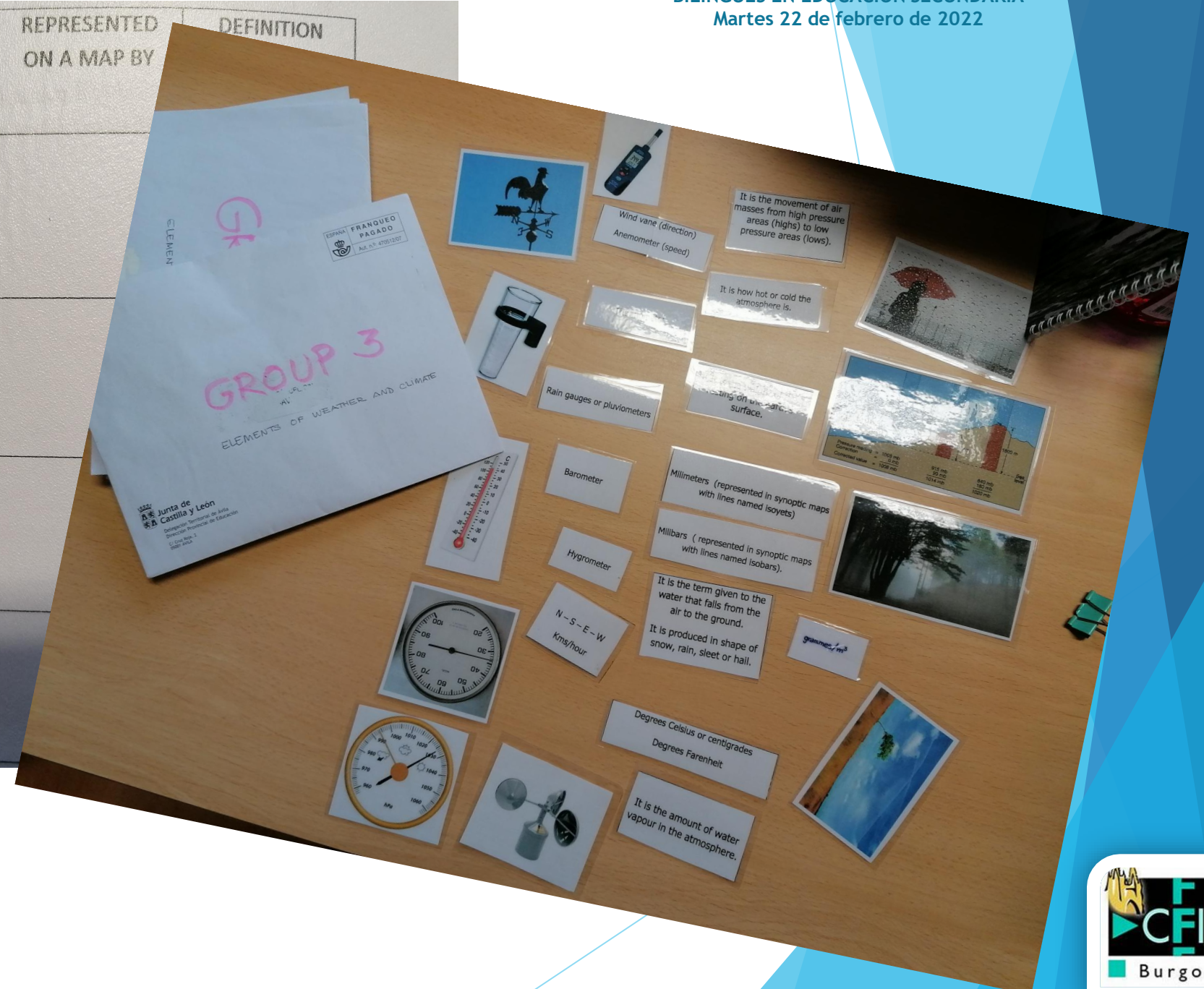
FLASH CARDS



FLASH CARDS



| ELEMENT OF THE CLIMATE | INSTRUMENT OF MEASUREMENT | UNITS OF MEASUREMENT | REPRESENTED ON A MAP BY | DEFINITION |
|------------------------|---------------------------|----------------------|-------------------------|------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

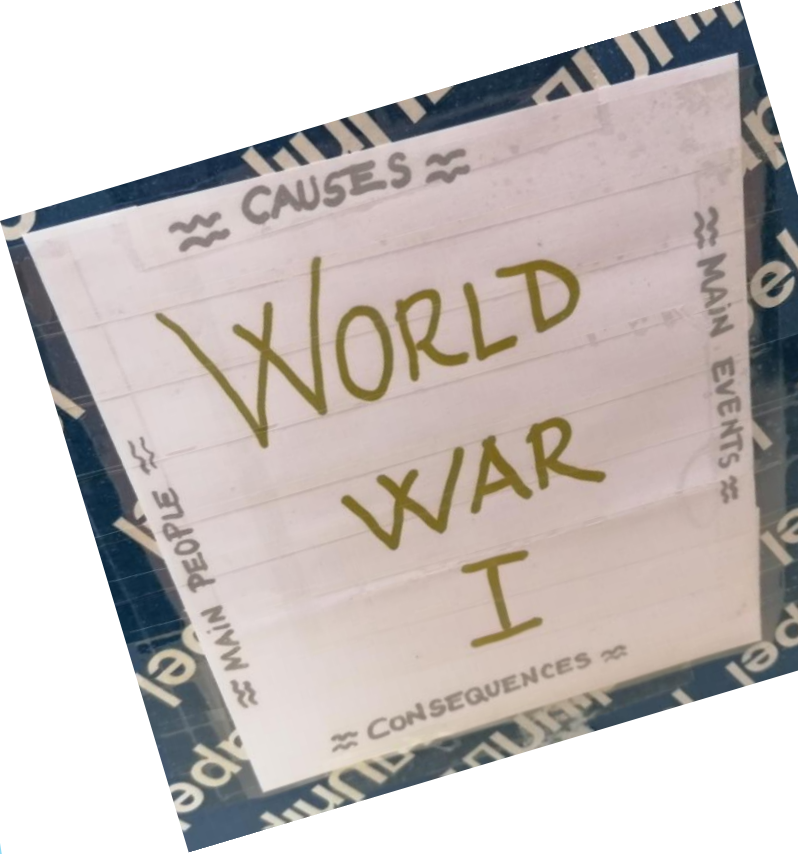


Important people
(Who?)

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 | France | Britain | United States* | Italy | Germany |
|------|--------|---------|----------------|-------|---------|
| 1914 | ~100 | ~100 | ~100 | ~100 | ~100 |
| 1919 | ~150 | ~250 | ~350 | ~150 | ~100 |

Inflation
 % increase in consumer prices
 1914-19

| Country | % increase in consumer prices (1914-19) |
|---------------|---|
| United States | ~18 |
| Britain | ~40 |
| France | ~140 |
| Italy | ~200 |
| Germany | ~250 |

Industrial production
 % change
 1914-19

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

Weapons:
 ● FLAME THROWER - GERM
 ● U-BOATS (UNTERSEEBOOTEN)
 ● AIRPLANES
 ● GAS
 ● POISON
 ● MUSTARD
 ● MACHINE GUNS

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
 CONGRESS TAKES LD
 OFF BANK

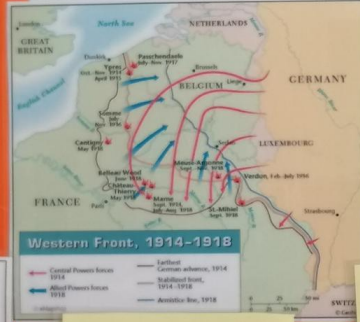
of nationalism

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

Increasing tensions between
 European powers

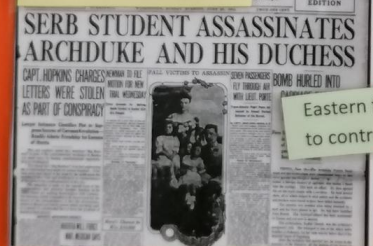
Germany (and France, Italy or
 power.

Important people (Who?)



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

THE WAR FRONTS



Eastern front: the Central powers wanted to control Russia.

THE WAR BLOCS

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

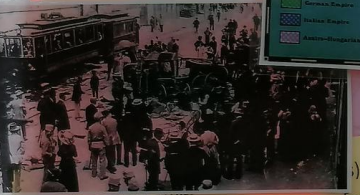
Consequences (What after?)

- Territorial consequences:



- Destruction of cities

THE WAR BLOCS



Trench warfare... They were built not for advancing but for defending their positions.



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.

- Social and economic consequences:

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... benefited ones were Great Britain, which gained Palestine and Iraq, and France, which gained Syria and Lebanon, all as a result of the disappearance of the Ottoman Empire.

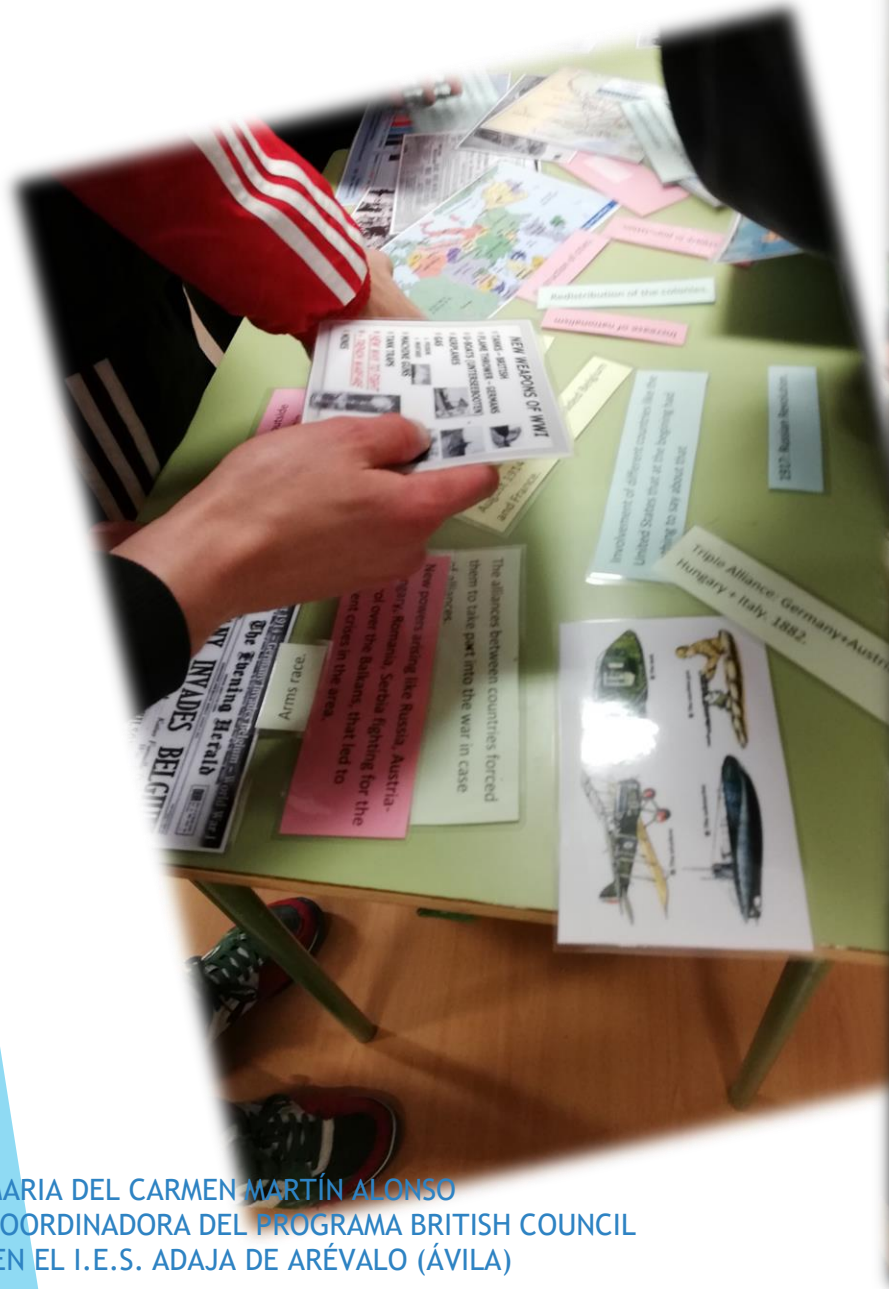
- Redistribution of the colonies:

On the other hand as men were called to fight, women started to gain some rights like voting or working, which had been usually made by men.

Involve of different countries... United States that at the beginning...

| Country | Killed | Wounded |
|-------------|-----------|-----------|
| Russia | 1,700,000 | 4,000,000 |
| Germany | 1,700,000 | 4,000,000 |
| France | 1,385,000 | 4,000,000 |
| Austria | 1,200,000 | 3,600,000 |
| GB + Empire | 908,000 | 2,000,000 |
| Italy | 650,000 | 947,000 |
| Romania | 335,000 | 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 |

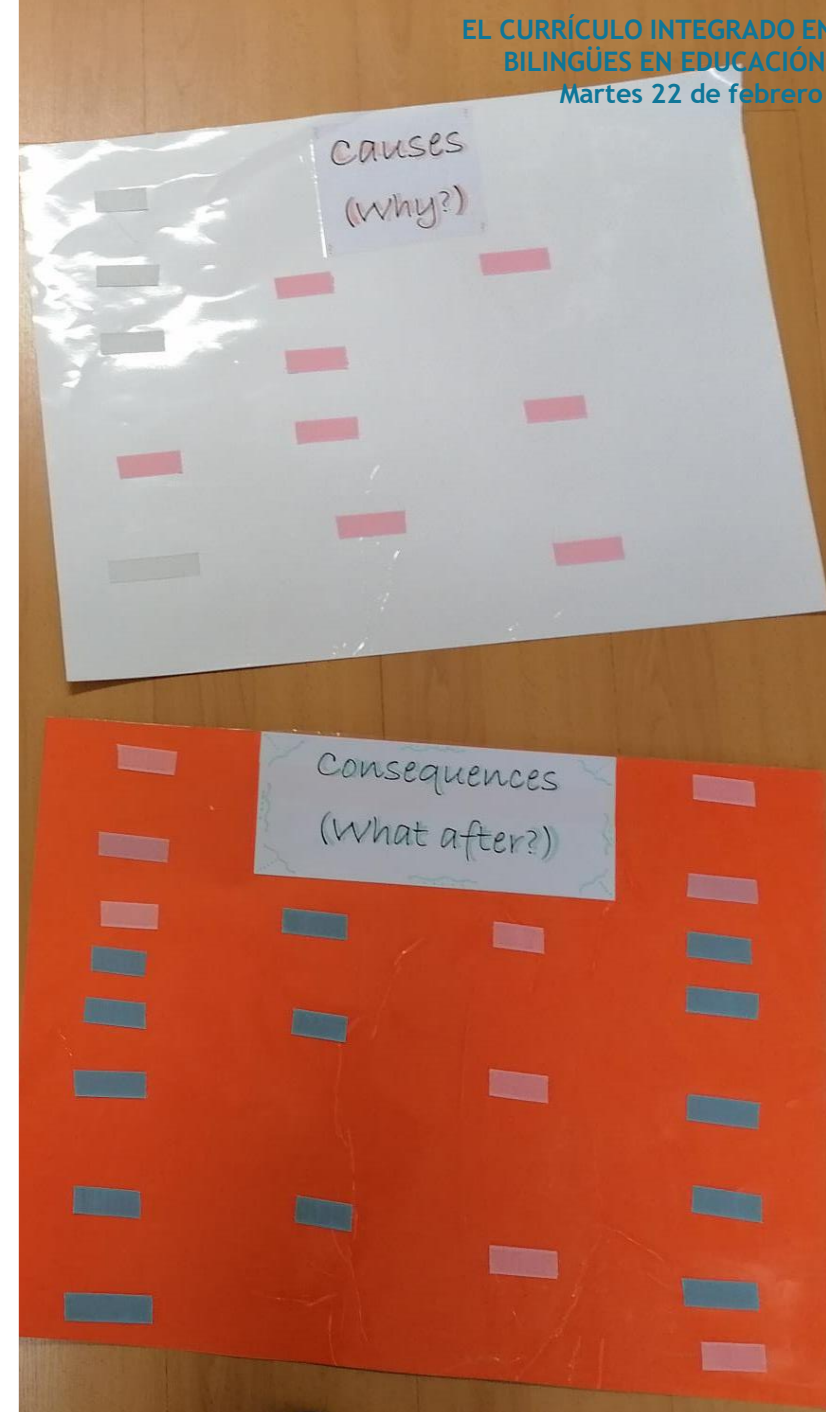




USO INTERDISCIPLINAR

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

DISEÑO: 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

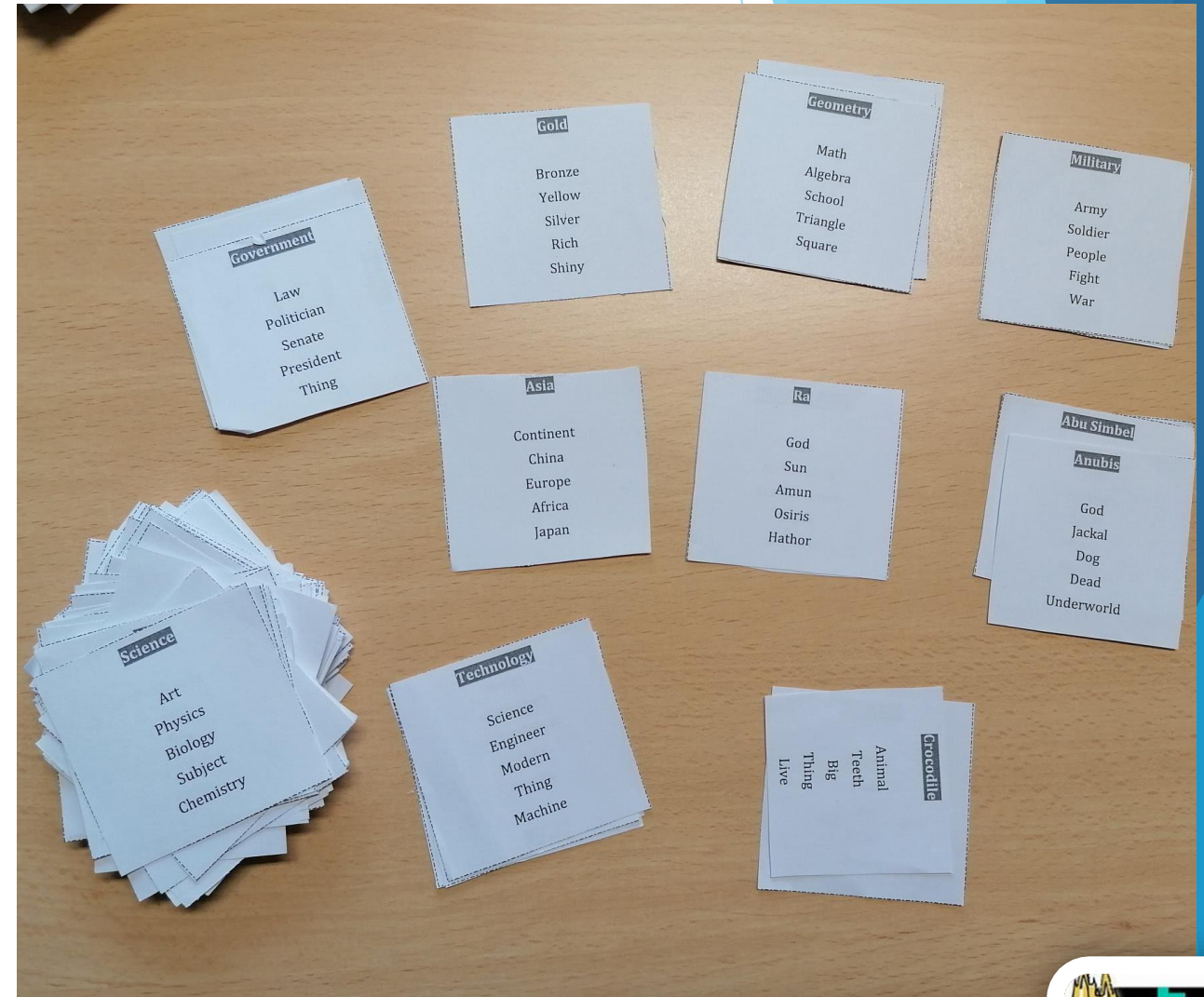
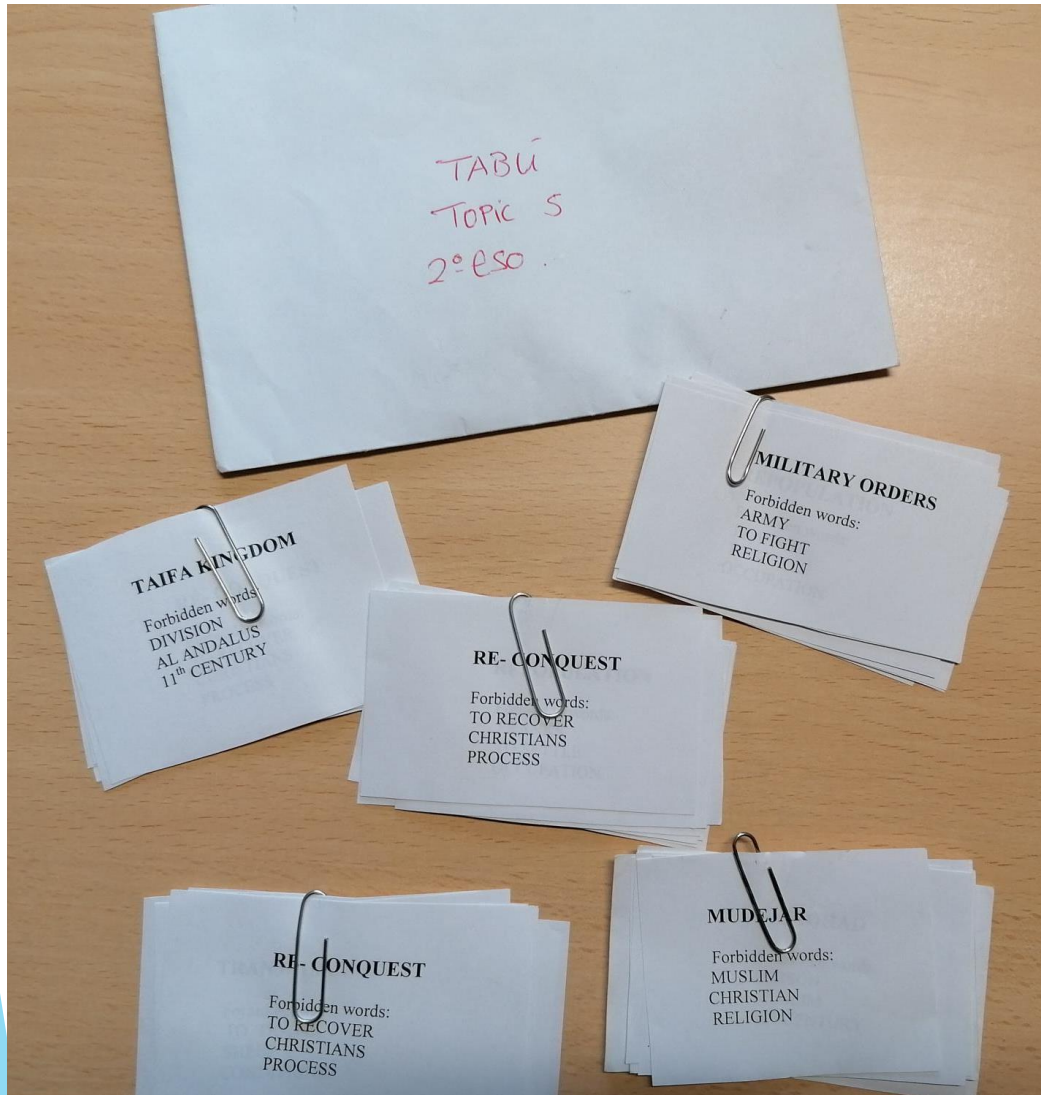
DISTANCE BETWEEN PLANTS:
15cm x 15cm



Double memory cards: reviewing vocabulary



Taboo games





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

REUTILIZACIÓN DE MATERIALES DE LOS ALUMNOS

VENTAJAS:

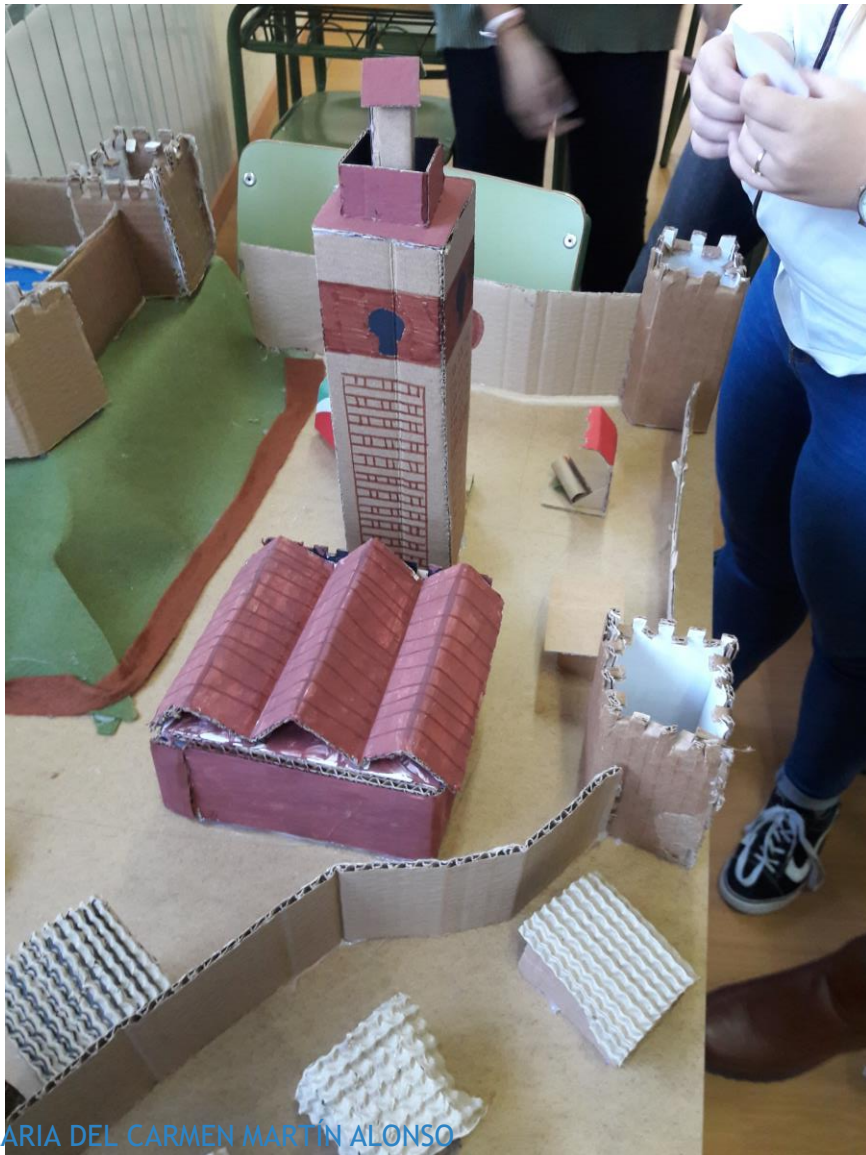
- Ya están elaborados = ahorro de tiempo
- Pueden reutilizarse para usos diferentes a los que fueron creados.

INCONVENIENTES:

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

CATHEDRAL OF SANTIAGO
DE COMPOSTELA

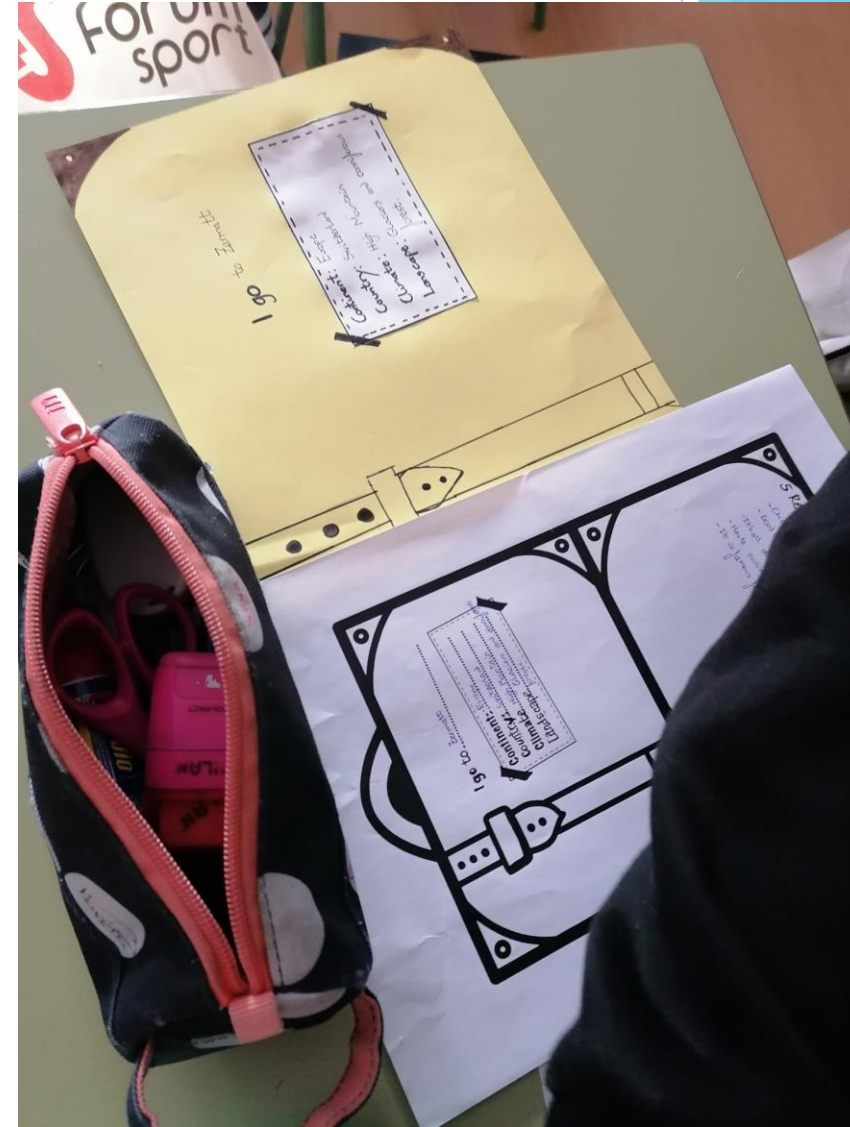
Para las explicaciones de los profesores



DESCRIPTIONS



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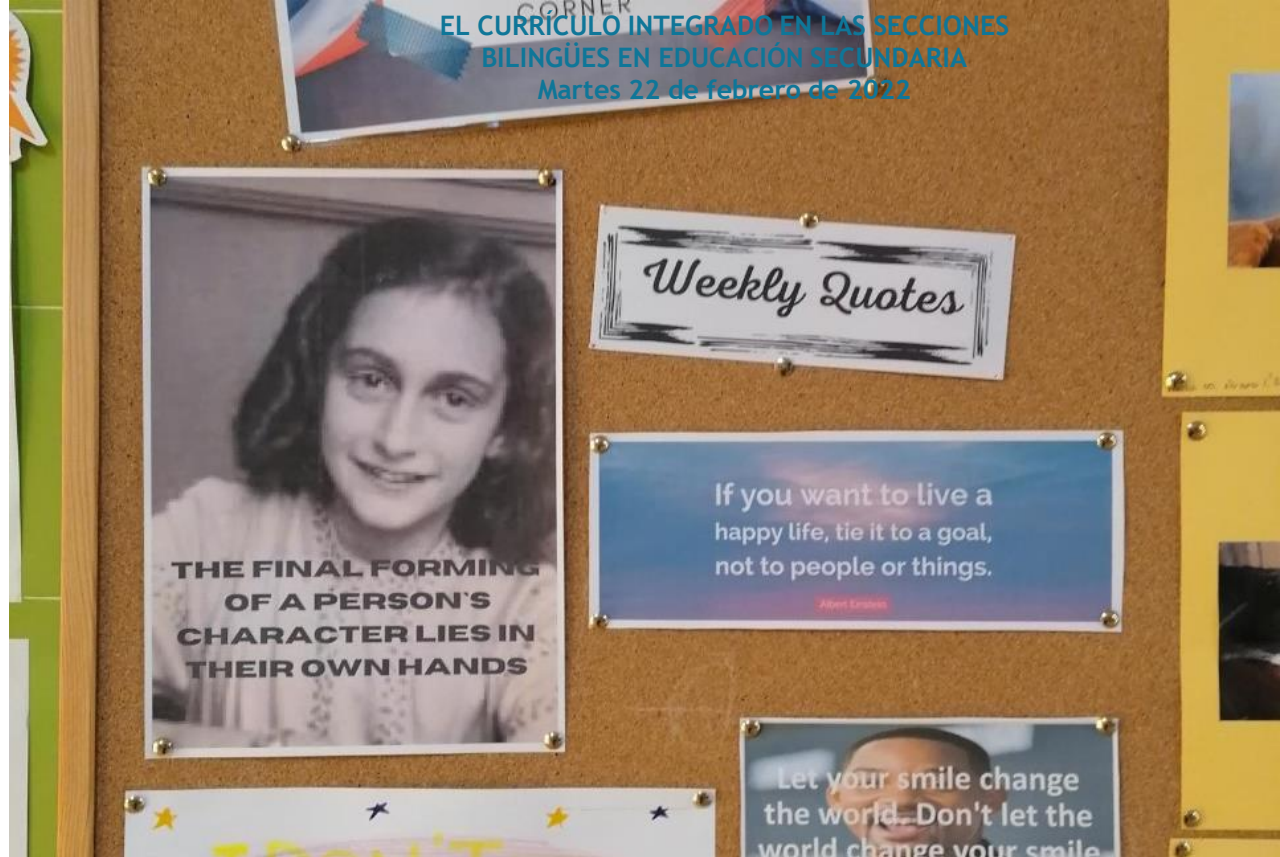


<http://materialescienciasociales.com>



Who is who?





GUESSING

MARIA DEL CARMEN MARTÍN ALONSO
 COORDINADORA DEL PROGRAMA BRITISH COUNCIL
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Recursos en español: Translanguaging /Rephrasing



Recursos en español: Translanguaging

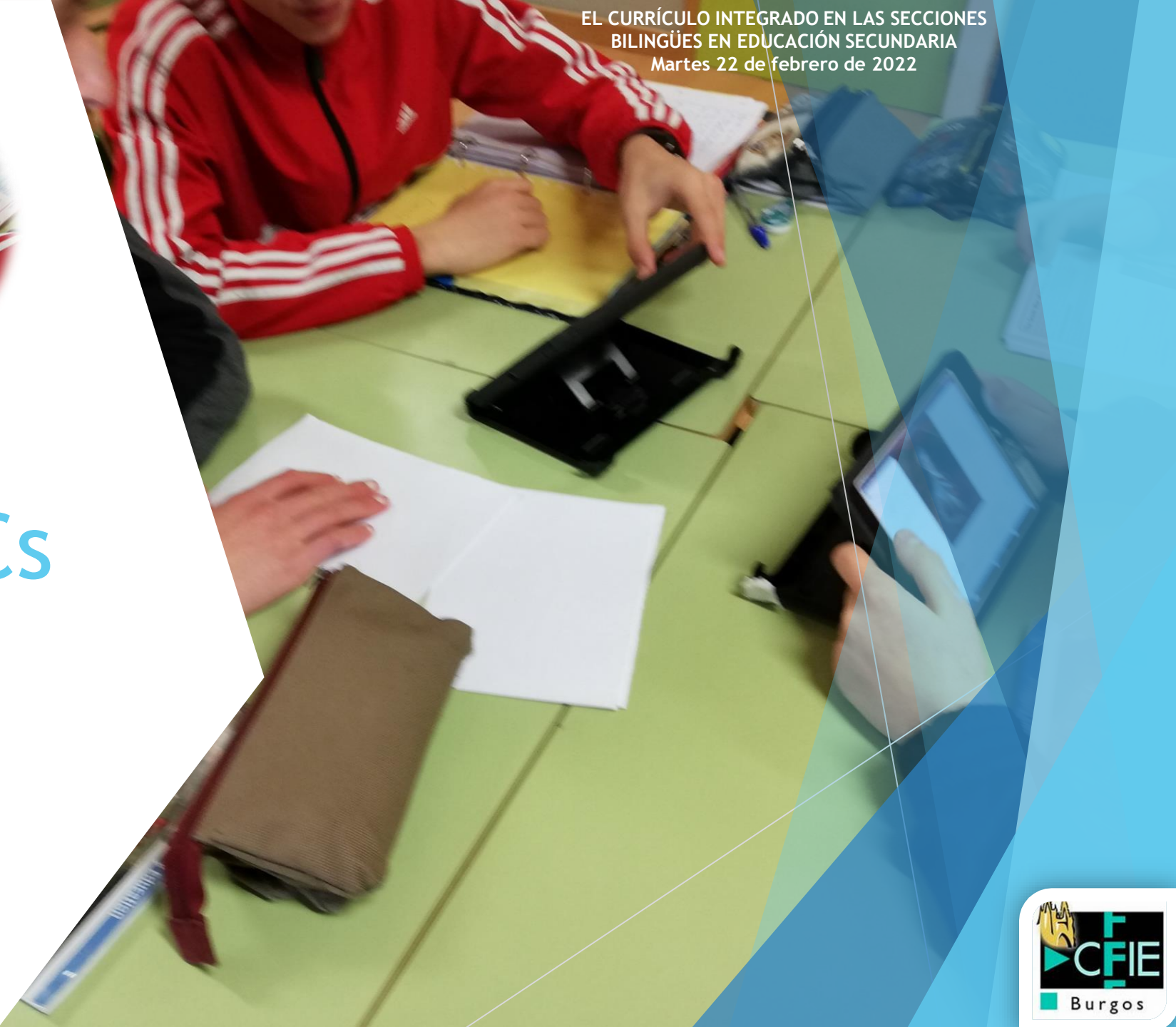




RECURSOS DIGITALES INTERACTIVOS/ DESCARGABLES



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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 - English Language Arts (ELA)
 - Environmental education
 - 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. |
| Stones | They were soldiers from the sea. They are not free. |
| Roofs | 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 water, come from the flow of the Nile River.

The most important thing the Nile provided to the...

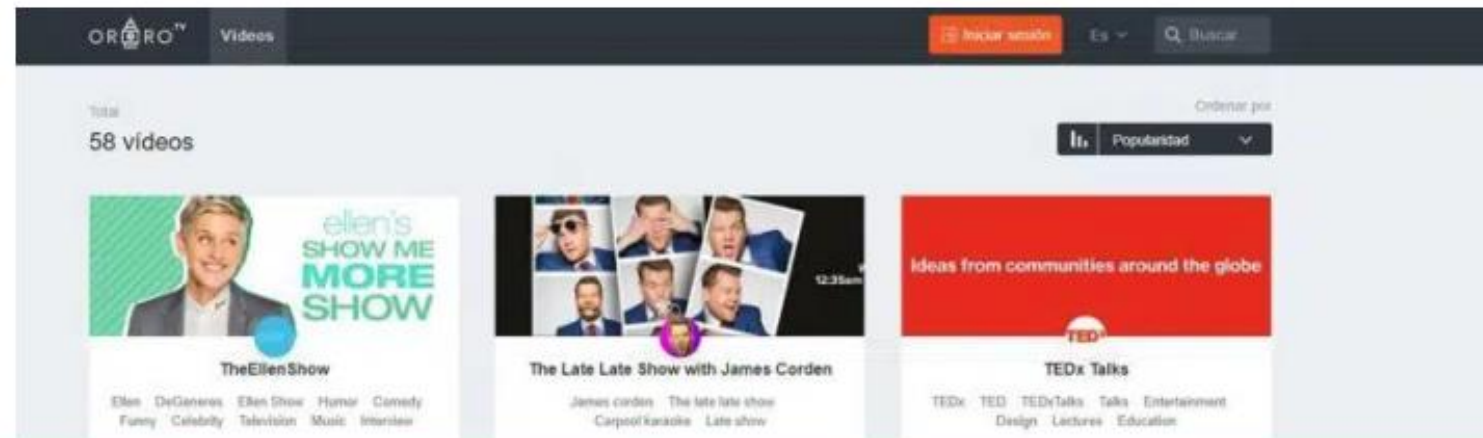
LET'S WRITE WITH HIEROGLYPHS



<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 title is 'Adele - Hello' and it includes social media sharing icons and a play button. On the right, the lyrics for 'Hello' are shown with several words highlighted in green to indicate missing words for a completion exercise. The lyrics are:

Hello

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

SongsAndWords

Canciones

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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



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INICIO

PLAN DE LECTURA

IDENTIFICARSE



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Biblioteca Escolar Digital de Castilla y León



Especial 8 de Marzo

VER MÁS



MARIA DEL CARMEN MARTÍN ALONSO
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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
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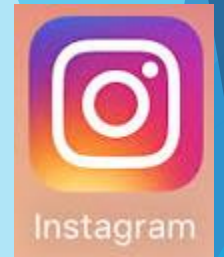
Ventajas:

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



Inconvenientes:

- Uso a veces descontrolado de la información.



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

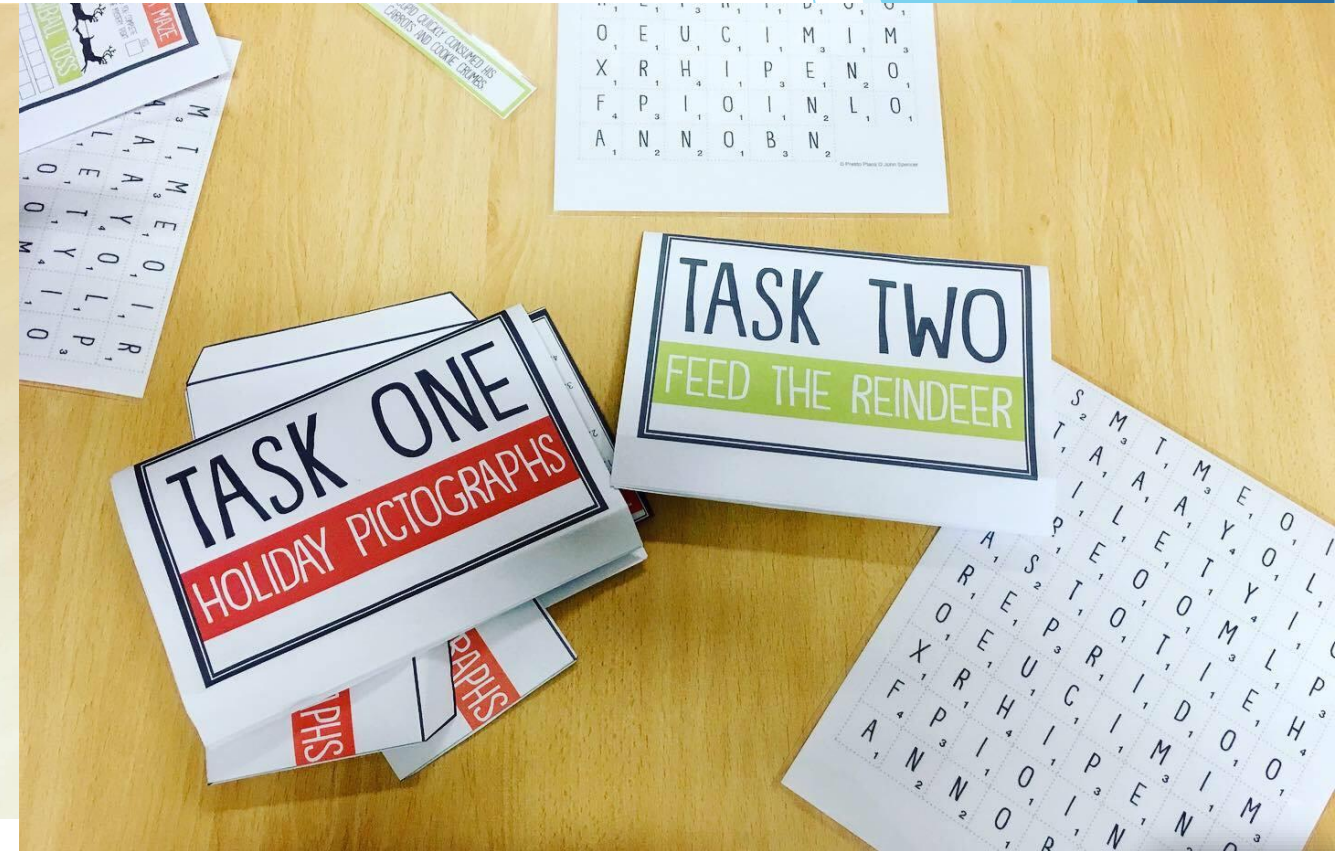
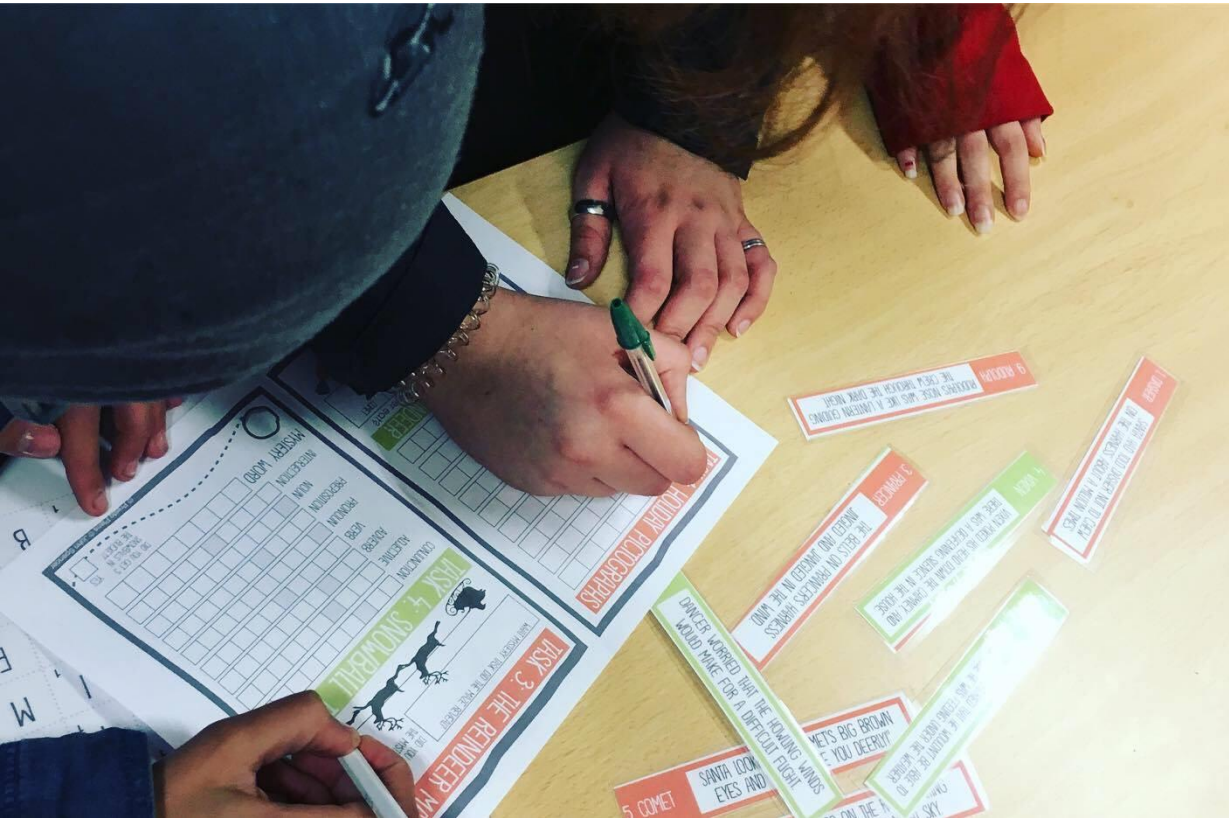
when a partner is angry with you (you are there)

be on the rocks

likely to fail (due to problems in the relationship)



SCAPE ROOM





Ayuda para maestros @Ayuda... · 3d

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| 2. Removal.ai | 9. Clipping Magic |
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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.

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.

bbclearningenglish.com

5 PHRASAL VERBS

Put the correct phrasal verb in the blank space:

2. THE SMITH FAMILY _____ REALLY WELL TOGETHER.

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

2 más

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speakenglishbr
Boa Viagem, Pernambuco, Brazil

Seguir



SPEAK
English

English tip

adjective endings

cause

result

comes first

comes second

annoying
boring
confusing
tiring

annoyed
bored
confused
tired

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



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58% 18:56

Inicio



una nueva era. Disfruta ahora del trailer de... más

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WINTER CLOTHES

Woollen hat
Gorro de lana

Beret
Boina

Woollen jumper
Jersey de lana

Earmuffs
Orejeras

Fleece
Forro polar

Coat
Abrigo

Gloves
Guantes

Mittens
Manoplas

Raincoat
Impermeable

Stockings
Medias

Trousers
Pantalón

Boots
Botas

Wellington boots
Botas de agua

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.

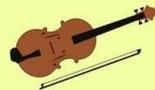
Advanced C1-C2



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!

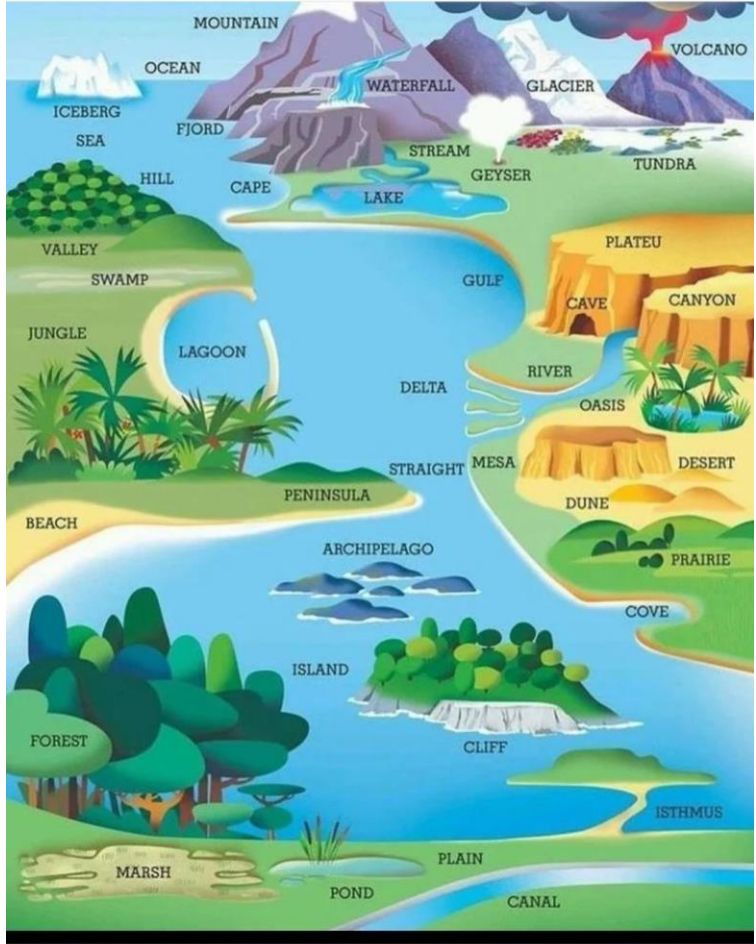
Hey! (first name)



@grammar_englis



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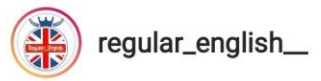
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pprimor ¡Gloria lo ha vuelto a hacer!
🤔 Gloria apuesta por su fantasía de pe... más



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Inicio

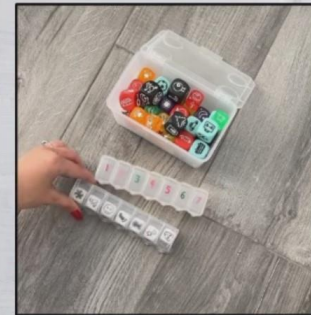
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tip para **DADOS**



No se pierden



Usos en clase

Escribir / contar una historia

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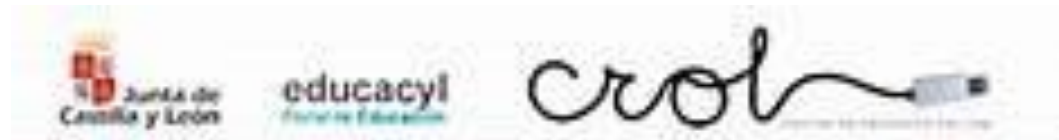


Hace 2 días



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



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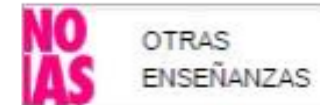


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The image shows a website interface for 'Zona de Alumnos Secundaria' designed to look like a corkboard. At the top, there's a header with a spiral notebook on the left containing the text 'Zona de Alumnos Secundaria', a photo of students, and a drawing of a person in a wheelchair. On the right, there's a 'Mapa Web' link and the logo of the 'Junta de Castilla y León'. Below the header is a navigation bar with a login form (usuario, clave, entrar) and links for 'otros temas' and 'zona juegos'. The main content area is a corkboard with a 'Destacamos...' section containing four items: 'Vacaciones de verano 2026', 'Don Quijote - IV Centenario', 'El Quijote', and 'Al aire libre'. A vertical sidebar on the left lists subjects: verano, lengua castellana, matemáticas, idiomas, ciencias de la naturaleza, biología, and ciencias sociales. A 'Descubre...' button is at the bottom right.

Mapa Web

Junta de Castilla y León

usuario clave entrar

otros temas zona juegos

Destacamos...

Vacaciones de verano 2026

Don Quijote - IV Centenario

El Quijote

La obra, imágenes y actividades.

Al aire libre

Descubre...

verano

lengua castellana

matemáticas

idiomas

ciencias de la naturaleza

biología

ciencias sociales

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

buscar 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

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

INVESTIGACION

DIGITALIZACIÓN

INTERNACIONALIZACIÓN

DETECCIÓN 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

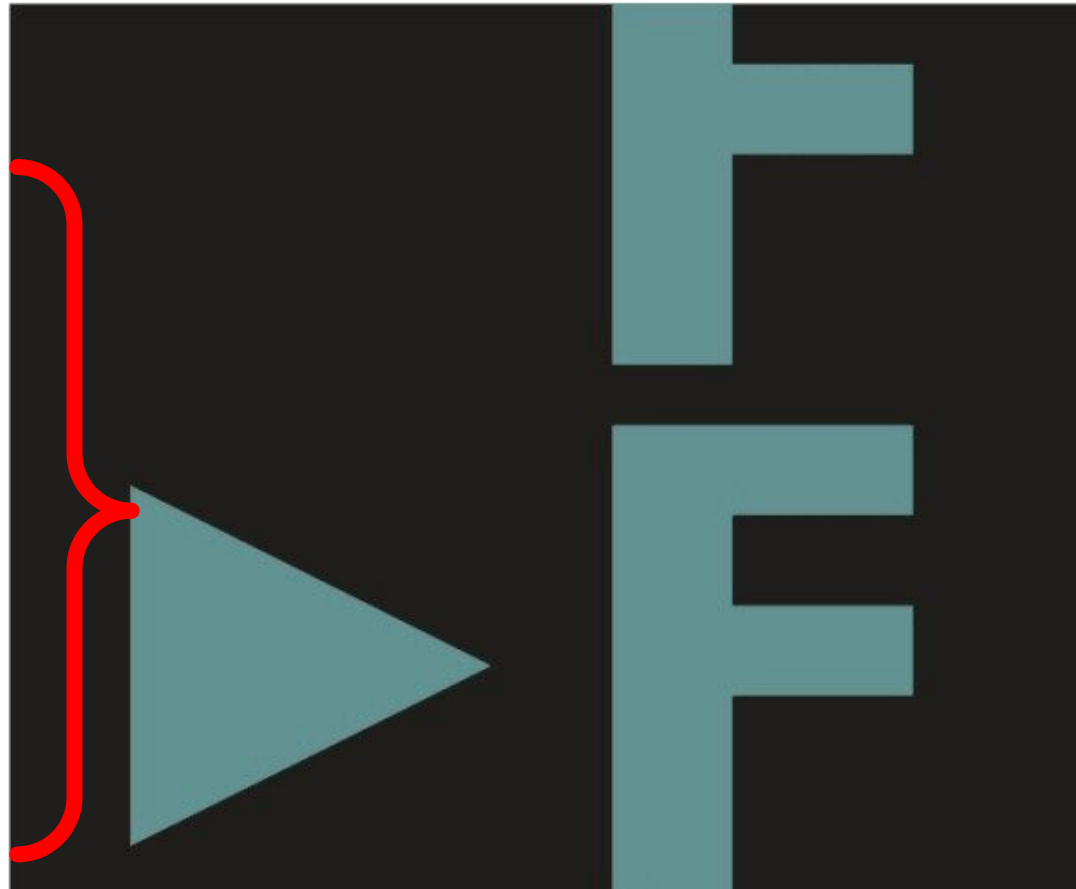
BITÁCORA DEL CFPI

BLOGS DE
ACTIVIDADES
FORMATIVAS CFPI

CANAL DE YOUTUBE
DE VÍDEOS
EDUCATIVOS DE
IDIOMAS

Enlaces Institucionales

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.



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

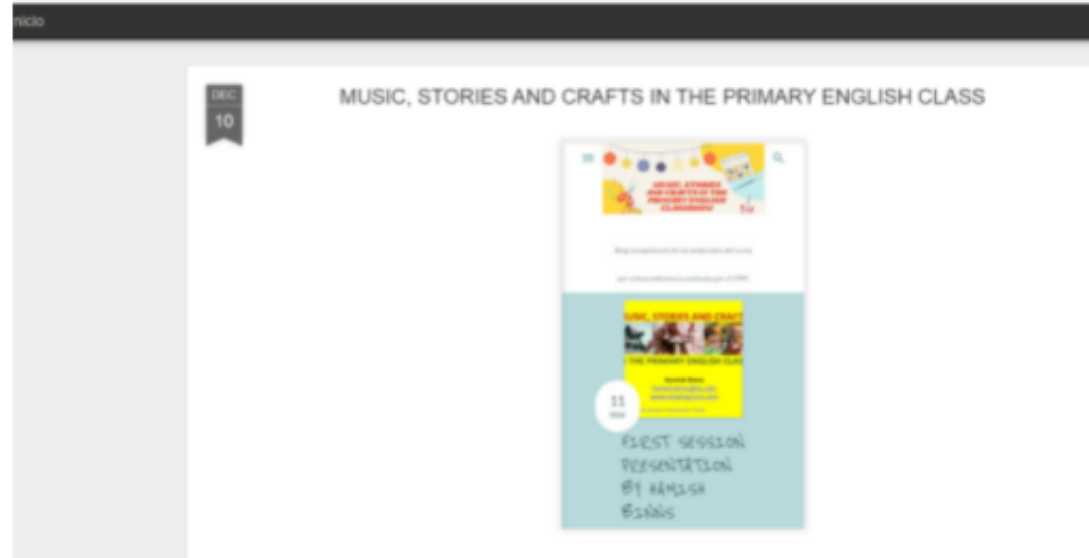
Blog bilingüe del CFPI de Valladolid

**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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BLOGS DE
ACTIVIDADES
FORMATIVAS CFPI

CANAL DE YOUTUBE
DE VÍDEOS
EDUCATIVOS DE
IDIOMAS

Enlaces Institucionales

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](#)



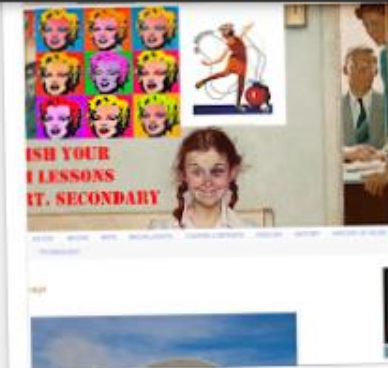
GT PLC INNOVA



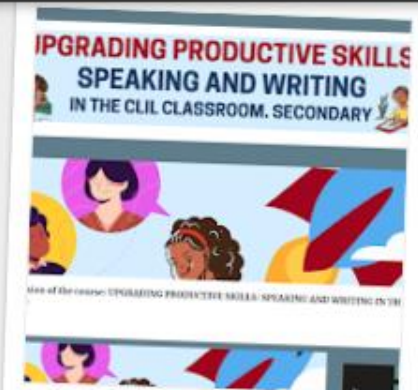
LEARNING SPACES



LA SIMULATION GLO



EMBELLISH YOUR EN



UPGRADING PRODUI



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

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REPOSITORIOS Y BLOGS EDUCATIVOS CON RECURSOS



English as a Second or Foreign Language

Primary and Secondary Education

Exercises, Web-based Materials, Workshops and links for Teaching and Learning. WebQuests
español/ English

<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/ Clll-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.](#)

Francés

[Generales, ciencias, matemáticas, etc.](#)

Español

[En español y otras lenguas, / Historia](#)

3. ¿Qué puedo hacer cuando el material que encuentro y me interesa no es de dominio público o de licencia libre de uso y/o modificación?

En el caso de los vídeos, si permiten que se inserten en una web es porque el autor lo ha establecido así, pero en el caso de textos, imágenes y otros recursos que nos interesen y no sean de dominio público o no tengan una licencia libre, lo que podemos hacer es simplemente enlazarlos desde una agregador de favoritos como es Diigo o Delicious, o desde un sitio web que tengamos, ya sea en la página de nuestro centro o en otros espacios de la Web 2.0 que veremos en el bloque 3.



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

Blog de recursos bilingües de Extremadura.



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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>

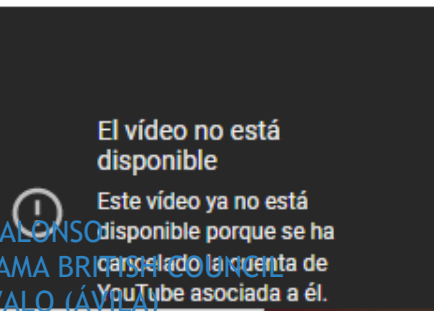
Orientaciones sobre el Currículo Integrado con diferentes proyectos y publicaciones sobre el tema.

The screenshot shows the website 'Proyecto Lingüístico' with a navigation menu including PLC, Evaluación, Normalización, Comprensión, Expresión, Oralidad, CI (selected), Biblioteca, and Acerca de. Below the menu, there are links for PLC, CI, and CIL. A sidebar on the left lists categories: CIL, MCERL, CLIL/AICLE, ANL, and Plurilingüismo. A search bar is present with the text 'Buscar en el sitio'. The main content area features a banner image of a village with the quote 'Todas las lenguas y todas las materias son una sola' M.C. Below the banner is the heading 'CIL' and a paragraph explaining that the Curriculum Integrated de las Lenguas (CIL) aims to teach all languages as one, whether living or dead, by integrating their teaching as if they were variants of a single language.

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.



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



AYUDA PARA MAESTROS: Recursos para áreas bilingües

Blog con recursos para docentes y actividades
interactivas para todos los niveles educativos

www.ayudaparamaestros.com

Recursos para trabajar en el aula el Día Internacional de la Eliminación de la Violencia contra la Mujer

* 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 actividades sobre la 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.

Leer más »

Publicado por Manu Velasco en 0:00 No hay comentarios

Etiquetas: Día Internacional de la Mujer, Educación en

Páginas de las editoriales



<https://practicemakesperfect.cambridge.org/>

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Tips?

Lesson Plans?

Teaching Support?



A map of Europe with several text boxes overlaid, providing historical context. The text boxes contain: "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 and Czechoslovakia.", "German colonies were made into mandates, to be run by...".

Innovación, creatividad y calidad

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.

Privacy & Cookies Policy / Política de Privacidad y Cookies

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

The screenshot shows the website interface for 'plurilingüismo'. 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 with the text 'AICLE SECUENCIAS DIDÁCTICAS' and 'Educación Primaria y Secundaria', along with the words 'Deutsch', 'English', and 'Français' in a stylized font. In the bottom right corner, there is a logo for 'CFIE Burgos'.

UNIÓN EUROPEA
Fondo Social Europeo

JUNTA DE ANDALUCÍA
CONSEJERÍA DE EDUCACIÓN

plurilingüismo

Andalucía
se mueve con Europa

Centros bilingües | Recursos y Materiales | Erasmus + | Auxiliares conversación | Normativa | Otras lenguas

Recursos y Materiales

Estás en: Inicio > Recursos y Materiales > Material AICLE

Opciones destacado

- Guía Informativa para centros con enseñanza bilingüe
- Material AICLE**
 - Secuencias AICLE
 - Secuencias AICLE elaboradas por el profesorado en los CEPs
- Actividades PEL
- Elaborados por el profesorado
- Proyecto Lingüístico de Centro
- Enlaces de interés

AICLE

SECUENCIAS DIDÁCTICAS

Educación Primaria y Secundaria

Deutsch English Français

CFIE
Burgos

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ACADEMIC
ENGLISH

GAMES

IDEAS

MEMBERSHIP

Fun and Engaging
ESL Activities,
Games and
Worksheets





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IDEAS

MEMBERSHIP

Answer Games

Drilling Activity Games

Miming Games

TV Game Shows

Brainstorming Games

First Day of Class Games

Music Games

Verb Games

Category Games

Flashcard Games

Question & Answer Games

Vocabulary Games

Classic Childhood Games

Grammar Games

Quiz Games

Word Association Games

Counting Games

Hangman Games

Sentence Race Games

Word Games

Describing Games

Listening Games

Spelling Games

Yes/No Question Games

Drawing Games



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

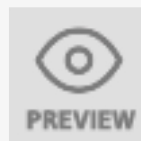
Time
15 minutes

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.

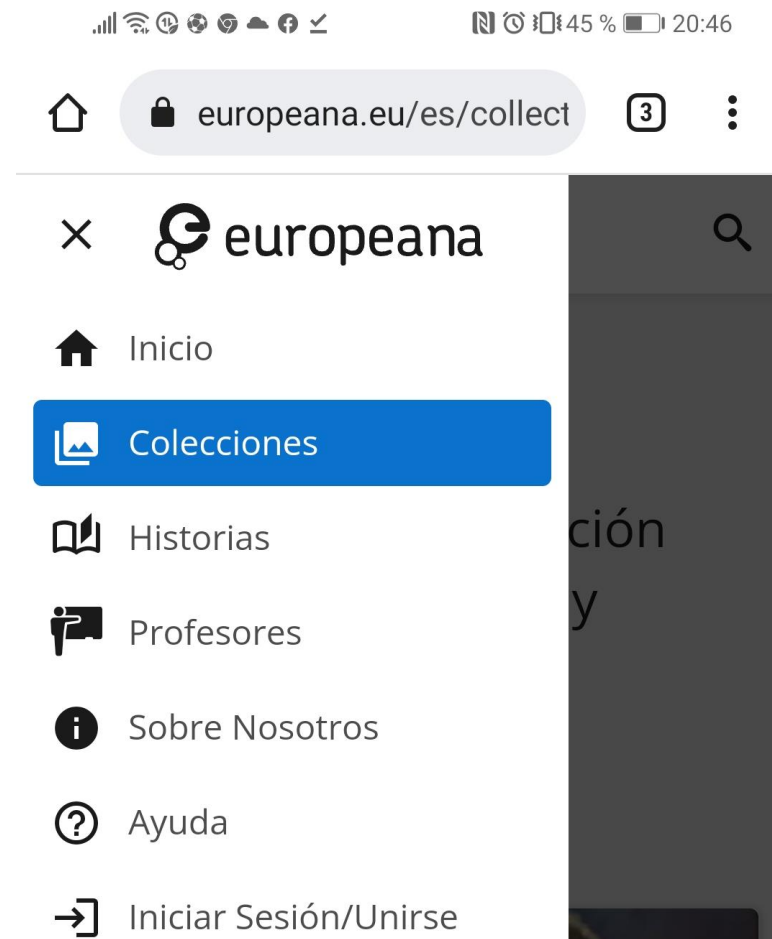
Interactive Version - In

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



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WINSTON CHURCHILL



BRITISH ENGLISH



AMERICAN ENGLISH



60

min

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Level: Intermediate (B1-B2) Type of English: General English

Tags: British Culture, Celebrities And Historical Figures, Historical Events, Vocabulary Lesson

Publication date: 02/18/2022

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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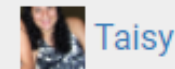
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HEART and HEAD idioms

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 unforgiving.
- If you take with to heart, at you are angry. If you are very upset by words.
- If you bite one's head off, at you criticize such strongly. If you are not able to understand such.
- If you pour your heart out, at you are sorry for such. If you confuse or confuse in such.
- 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 269, 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 Comedini in Rome, where a skull, which supposedly belongs to the saint, is on display.

Series join executed legend law faith ceremony love letter death

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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By ALEDEVAI

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Jeopardy -Game for Elementary students.



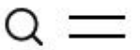
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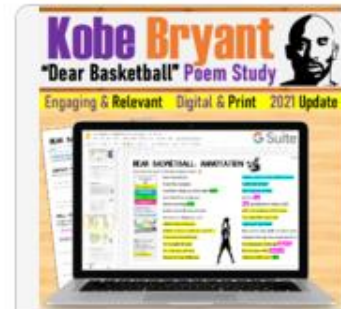


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class Find Someone Wh...

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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.



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 a logo consisting of a white hexagonal geometric shape inside an orange circle, with the text 'Matemáticas Almudena' below it. Below the logo, the title 'MATEMÁTICAS ALMUDENA' is displayed in large, bold, black capital letters, followed by the author's name 'ALMUDENA CASARES FERNÁNDEZ' in smaller, black capital letters. A horizontal navigation bar contains the following links: '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 bar, a large white box contains 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, there is a logo for 'CFIE Burgos' featuring a stylized 'F' and 'CFIE' text.

<http://efbilingue.com/>

EfBilingue.com

Bilingual Physical Education



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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!**

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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

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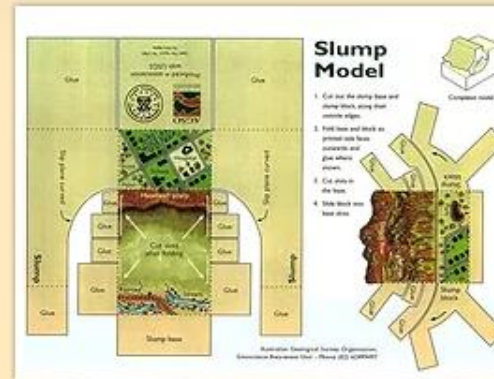
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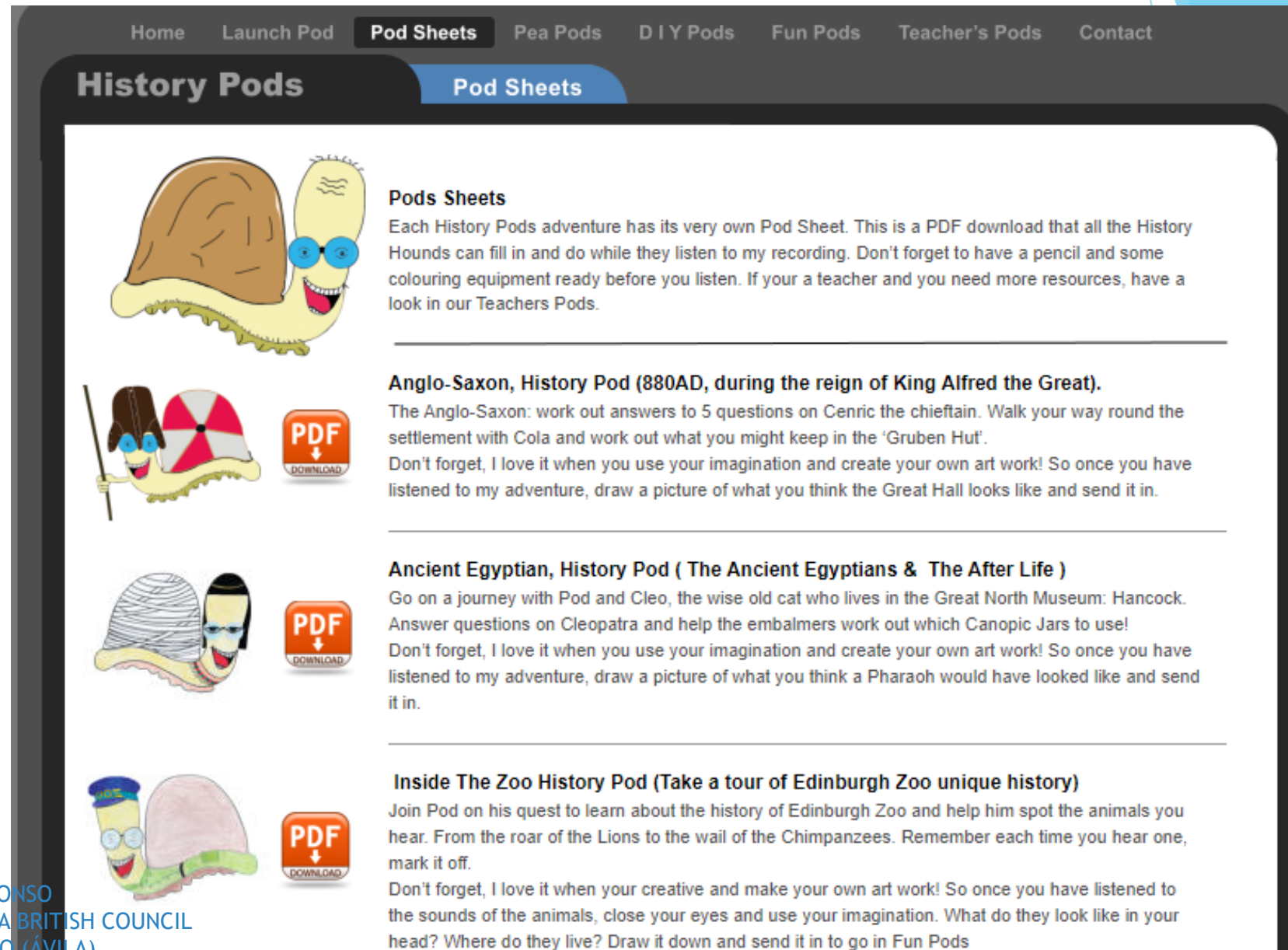


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Each History Pods adventure has its very own Pod Sheet. This is a PDF download that all the History Hounds can fill in and do while they listen to my recording. Don't forget to have a pencil and some colouring equipment ready before you listen. If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

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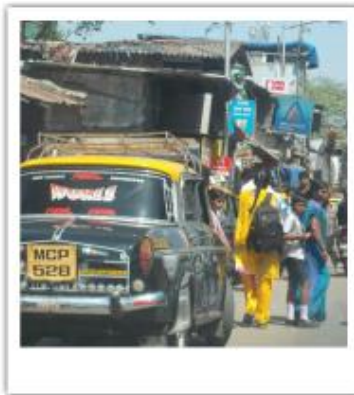
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Task 1 - Your teacher will give you some key information on how to read and describe population pyramids. Use the Task 1 sheet to the right to take notes. See [this example](#).

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

TASK 1 - HOW TO INTERPRET A
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Vegetative Reproduction - Tropical Examples

Flower Structure



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| 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. _____



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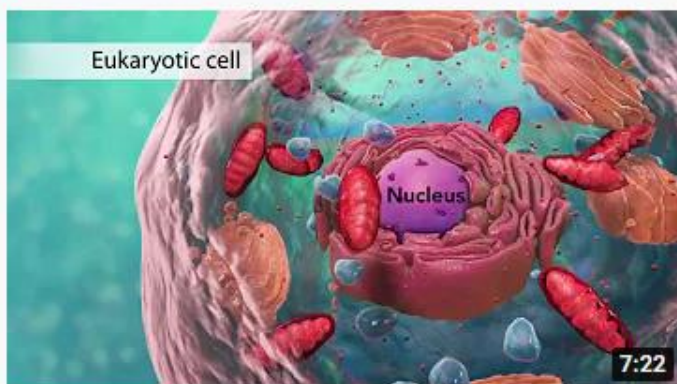
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A breakdown of the biology of 'The Future is Wild,' an incredible and nostalgic series that detailed speculative lifeforms which ...

Nuevo Subtítulos



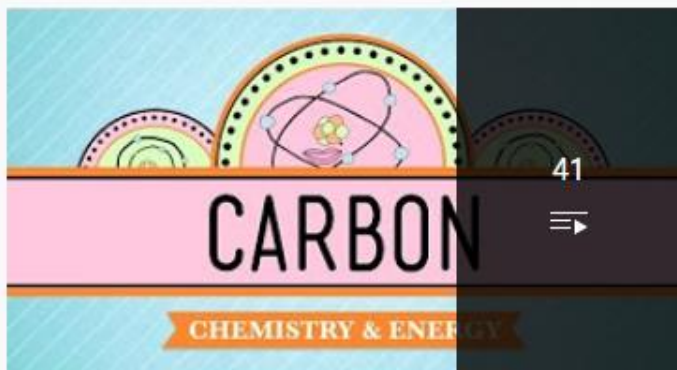
Biology: Cell Structure I Nucleus Medical Media

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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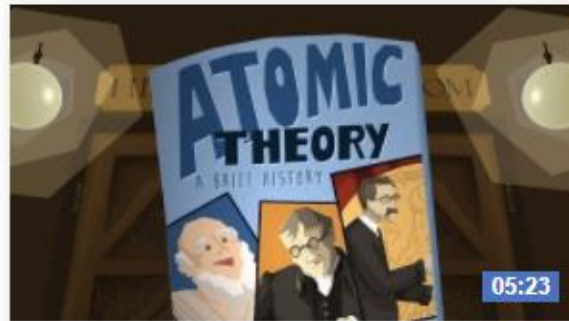
Science & Technology

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...



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Linguistics

Mysteries of vernacular: Zero

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



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Linguistics

Mysteries of vernacular: Dynamite

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



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



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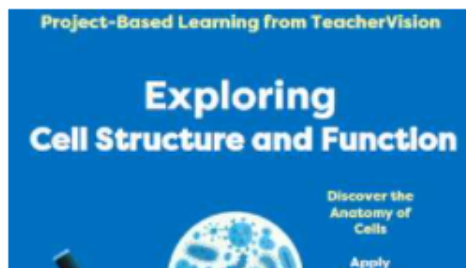
SUBJECTS GRADES PLANNING TEACHING STRATEGIES THEMES HOLIDAYS PBL LESSONS

Project-Based Learning from TeacherVision

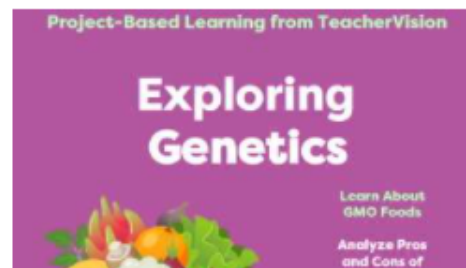
Our Library of Project-Based Learning Units



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:
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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

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:



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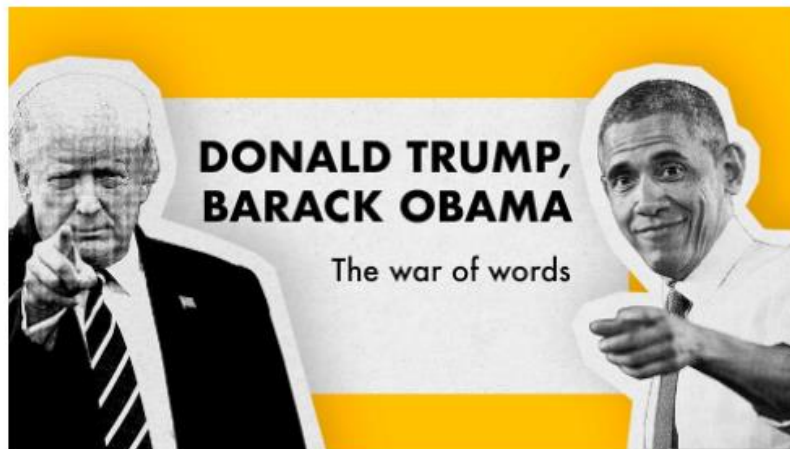
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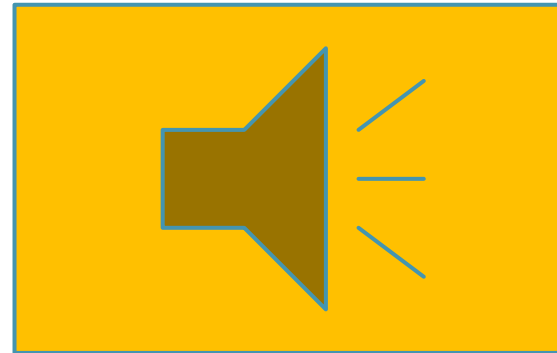
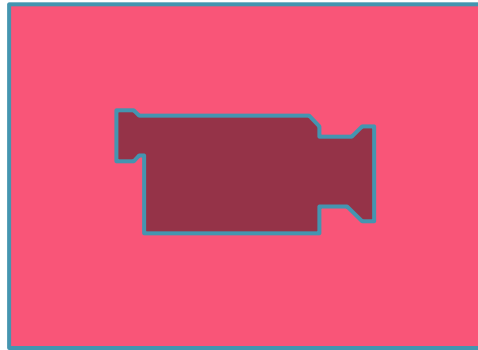
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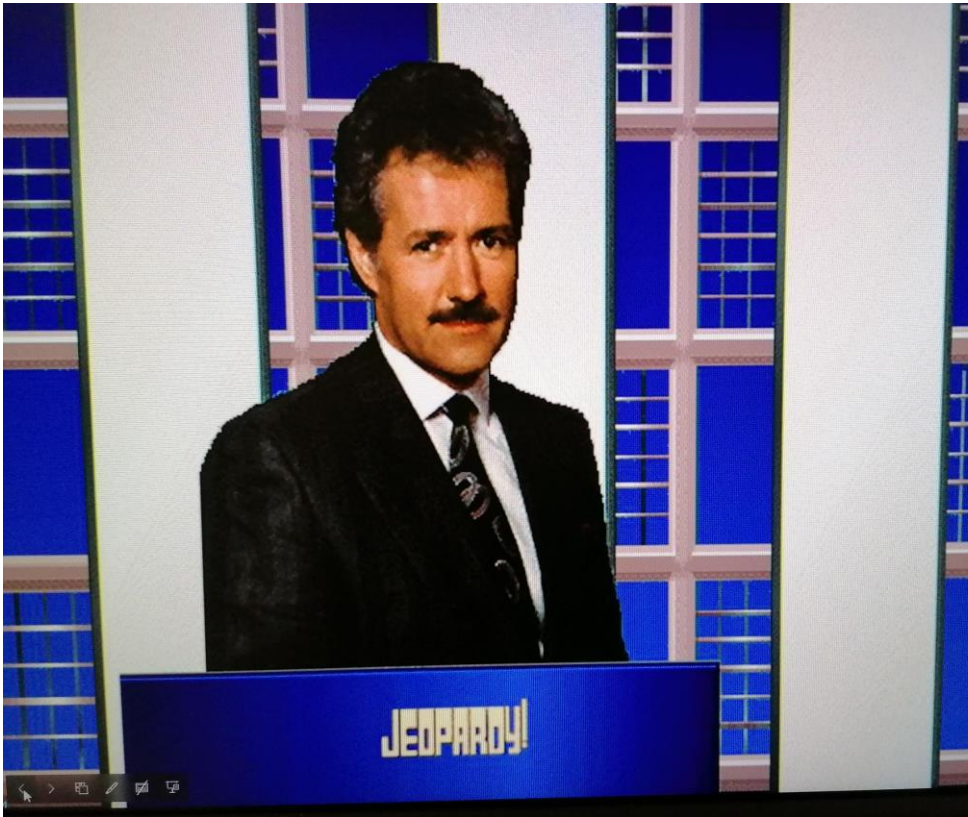


RECURSOS DIGITALES DE ELABORACIÓN PROPIA

Uso de aplicaciones de edición de contenidos

- ▶ 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)





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Filmora



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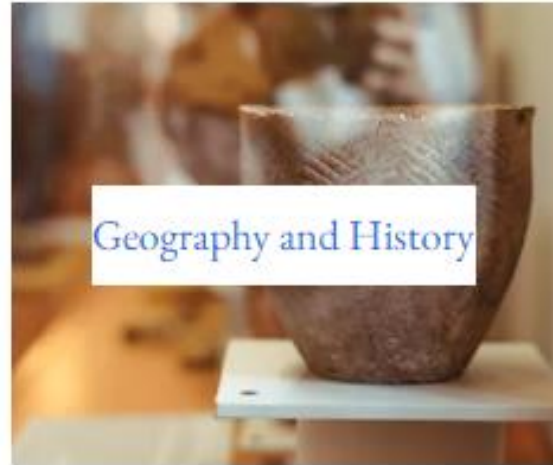
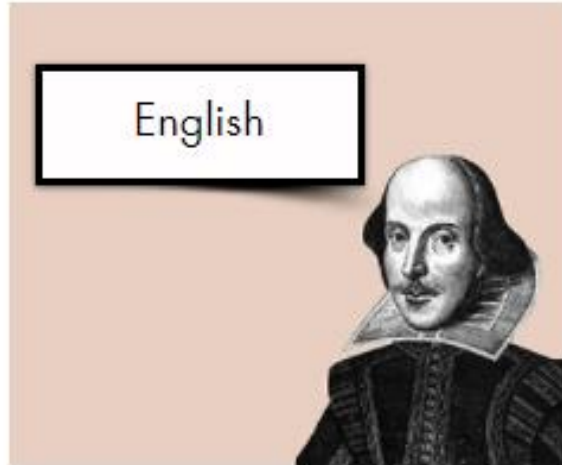


THIS BLOG IS THE RESULT OF THE COOPERATIVE WORK
OF THE TEACHERS WHO WORK IN THE BRITISH PROGRAMME AT IES ADAJA.
WE HAVE REALISED THAT WORKING TOGETHER, WE CAN OFFER OUR STUDENTS
THE POSSIBILITY OF LEARNING IN A MORE ATTRACTIVE WAY.
IT IS ALSO USEFUL FOR US, SINCE WE LEARN FROM EACH OTHER.
HAVE A LOOK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

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<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
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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