


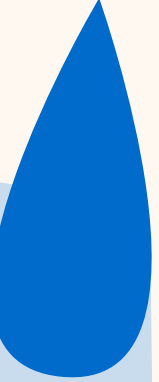
GEP

DONAR IMPULS A ACCIONS INNOVADORES EN L'ÀMBIT DE L'ORGANITZACIÓ CURRICULAR DE LES LLENGÜES ESTRANGERES I EN L'ÀMBIT METODOLÒGIC DE L'ENSENYAMENT D'AQUESTES LLENGÜES.




Module 1: An introduction to CLIL
Tècniques CLIL per entendre els fonaments de l'enfocament CLIL.

Module 2: Input to enhance cognitive skills
Input: la informació que s'utilitza per ajudar els estudiants a entendre les idees i després construir-ne el significat de manera competencial.




Module 3: Cooperative and collaborative learning in CLIL
Aprentatge cooperatiu: rendiment acadèmic grupal
Aprentatge col·laboratiu: cadascú la seva part per un objectiu comú.

Module 4: Handy classroom language I
Module 5: Handy classroom language II
Les expressions més típiques en anglès i com aplicar-les en cada situació



Module 6: Reading and Writing in CLIL
Prendre consciència del procés de lectura, escriptura i comprensió i la importància de crear un suport adequat.

Module 7: Assessment tips. Students will be able to...
Consells d'avaluació i materials.



PROJECTES
5è Prim.- First Aids
2nESO- Energy

PROMOURE UN APRENTATGE ACTIU I SIGNIFICATIU

First Aid 5èPRIM

Session 1 Activity 1

ANNEX 1

KPSI

Cooperative Structure: Rotating Sheet

Following the cooperative structure Rotating Sheet, write everything you know about the questions below. Remember to use a different color of pen each of you.

QUESTION 1 What does first aid mean to you?	
QUESTION 2 What do you know about injuries?	
QUESTION 3 What types of injuries do you know?	
QUESTION 4 What is the most common cause of injury?	
QUESTION 5 How can you treat injuries?	

First Aid	Cause	Injuries	Treat	LANGUAGE SUPPORT
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General Practitioner 1 (GP) 2021-2022

INJURIES

BLEEDING WOUND/NEEDS

Process of losing blood from the body

INJURIES

BUSTERS

A swollen area of skin that is filled with liquid

INJURIES

CUT

The act of slicing with a knife or another sharp edge

INJURIES

BROKEN BONE

A broken bone, also called a fracture, is when a break goes through part or all of a bone.

Session 2 Activities 1 and 2

ANNEX 1

THINK-PAIR-SHARE

Cooperative Structure: Think-Pair-Share

Following the cooperative structure Think-Pair-Share, read the text below and answer the questions. Remember to write each information in the correct place. If you don't know some words you are able to use the dictionary.

BURN

A burn is an injury to the skin caused by heat and contact with other hot objects.

Many people die every year because of different types of burns.

Burns that do not cause death:

- Burns occur mainly in the home and workplace.
- If you take care, you can avoid getting burnt.

Different types of burns:

- hot liquids
- hot solids
- fire

ENGLAIS	
<p>What to do</p> <ul style="list-style-type: none"> Stop the burning process Extinguish flames by: <ul style="list-style-type: none"> Roll on the ground, or by Use a blanket! Use cool water to reduce the temperature of the burn. Wing the patient in a clean cloth. Go to the medical care. 	<p>What not to do</p> <ul style="list-style-type: none"> Do not start first aid before you feel safe. Do not apply: <ul style="list-style-type: none"> Protein Oil Ice Don't open blisters. Do not apply any material directly to the wound as it might become infected.

ALL TOGETHER - Oral Activity

- A _____ is _____
- The things that we can do when we suffer a _____
- The things that we can't do when we suffer a _____

FILE 1	FILE 2- What happens	FILE 3-What to do
	He has a _____ on his foot. a) Bruise b) Blisters c) Cut	He has to put a _____ on it. a) Bandage b) Adhesive tape c) Cream
	He has a _____ on his head. a) Bruise b) Cut c) Bleeding nose	He has to put a soft _____ a) Bandage b) Thermometer c) Cream
	He has his finger with a hole. a) Bruise b) Cut c) Cut	He has to put a _____ to stop the bleeding. a) Cream b) Thermometer c) Bandage
	He has a _____ a) Bruise b) Blisters c) Blow on the head	He has to put a _____ inside his eye. a) Thermometer b) Cream c) Cream
	He has a _____ on his head. a) Bruise b) Blisters c) Cut	He has to put _____ on his head. a) Bandage b) Adhesive tapes c) Cream
	He has his arm. a) Bruise b) Blisters c) Cut	He has to put _____ the arm and go to the hospital. a) Bandage b) Adhesive tapes c) Cream

Session 2 Activity 2 - L&ES

INJURY BURNS

<p>HOW TO ACT</p> <ol style="list-style-type: none"> Stop the burning process. Use cool water over the burn. Do not use hot directly on the burn wound. Cover the burn with a clean bandage or cloth. Seek medical attention if needed. 	<p>MATERIALS NEEDED</p> <p>Water</p> <p>Bandage</p> <p>Anti-inflammatory</p>
<p>EMERGENCY</p> <p>CALL Emergency number </p>	<p>IMAGE</p>

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Session 2 Activity 2 - Video

Cooperative Structure

In this activity you have to create, as a group, a video. You have to explain all the steps followed in order to cure the injury you have. You can fill this paper in order to organize your dialogue. The first column A is a draft that you can follow and write it in column B.

A (DRAFT)	B (DRAFT)
<p>1- Introduce the team.</p> <p>We are (group names) and we are going to describe what a (injury) is and the steps we (can) follow to cure it.</p>	<p>1- Introduce the team.</p>
<p>2- Describe injury</p> <p>A (injury) is when (description)</p>	<p>2- Describe injury</p>
<p>3- What to do- Materials</p> <p>How (can) you cure it? (explain the things that we (can) do to cure the injury. And the materials that you use.</p> <p>In order to cure it we (can) (the good things to do)</p>	<p>3- What to do- Materials</p>
<p>4- What not to do</p> <p>Explain the things that you (can't) do because they are bad for your injury.</p> <p>We (can't) use (reasons)</p>	<p>4- What not to do</p>

Energy 2nd SB

General Principles 1 (GAP) 2021-2022

Session 1 Activity 1

WEEK 1

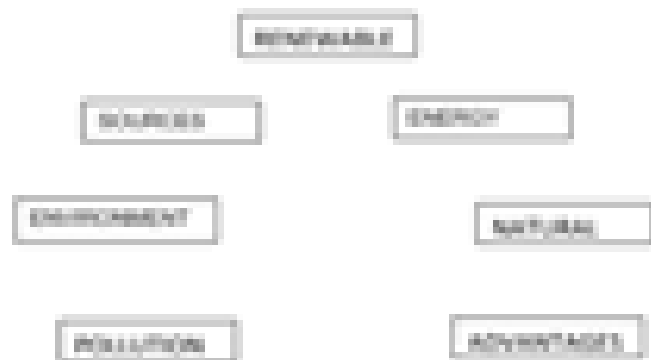
BEFORE READING

What kind of text do you think you will read? Looking at the picture and the symbols that appear can you give any idea what the text will be about? Have you heard about renewable energy and how can we achieve it?

Renewable Energy



Renewable Energy - Power from the Environment



General Principles 1 (GAP) 2021-2022

Session 1 Activity 2

Renewable Energy - Power from the Environment - Introduction

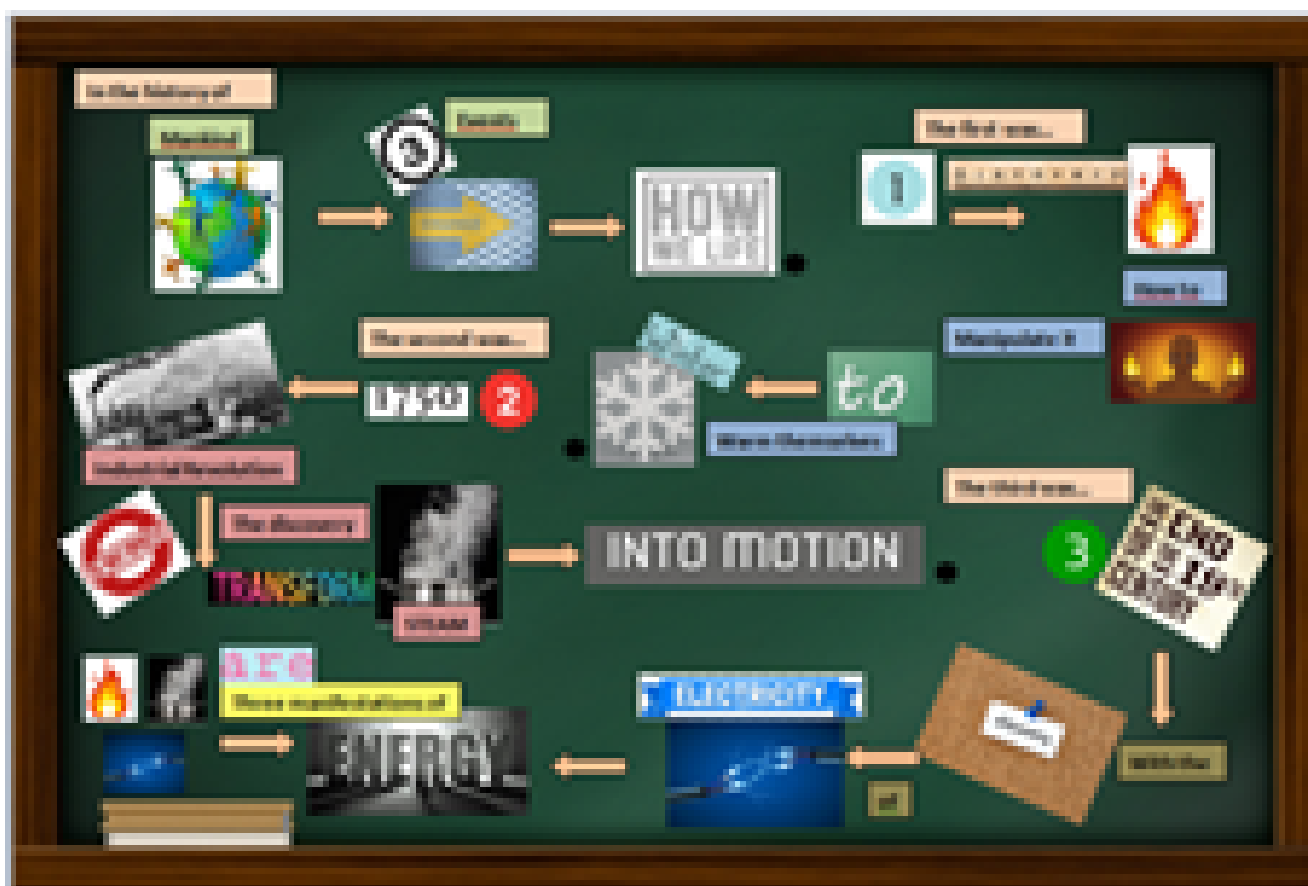
Renewable Energy Sources (RES) are defined as energy sources that are abundant in the natural environment. It is the first form of energy used by man before he turned finally to fossil fuels. RES are practically inexhaustible, their use does not pollute the environment while their utilization is limited only by developing reliable and economically acceptable technologies that will control their potential. The interest in developing these technologies first appeared after the first oil crisis of 1974 and consolidated after realising the world's environmental severe problems in the last decade.



For many countries, RES is a domestic energy source with favorable prospects for contributing to their energy balance, reducing dependence on expensive imported oil, and enhancing the security of their energy supply. However, there is a positive impact on the quality of the environment. It has now been established that the energy sector is the area that is primarily responsible for environmental pollution. The top 3 countries that produce more than 20% of their electricity from renewable energy sources are Denmark, Uruguay, and Ireland. Germany, Portugal, Spain, Greece, United Kingdom, Hungary, Norway, and Sweden provide more than a quarter (25%) of global electricity generation, but more decisive policies in oil and gas sectors are needed to make energy systems sustainable. It is characteristic that the only possible way for the European Union to meet the ambitious goal set at the Rio Conference on Environment and Development in 1992 was to eliminate carbon dioxide emissions up to 2000.

Session 2 Activity 1 - STRUCTURE

WEEK 2



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Session 1 Activity 2

Following the cooperative structure figure technique, write everything you have read and noted about the questions below. After, you will share it with the rest of your group.

Introduction	
What is the meaning of RES?	
What did the interest in renewable energies appear?	
How are these energies?	
How many countries consider RES to domestic use?	
Are the policies applied to RES sufficient?	
Advantages	
How are renewable energies?	
What advantages do renewable energies have for users?	
What advantages exist over the area where there is RES?	
Disadvantages	
What is the main disadvantage of renewable energies?	
How is the investment cost?	

Session 2 Activity 1 - Rubric

	1	2	3	4	Mark
Content	Does not seem to understand the topic very well.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Shows a full understanding of the topic.	
Vocabulary	Use of vocabulary which is not appropriate for the purpose.	Use of vocabulary which is not very appropriate for the purpose.	Use of quite appropriate vocabulary for the purpose.	Use of appropriate vocabulary for the purpose.	
Use complete sentences	Rarely speaks in complete sentences.	Sometimes speaks in complete sentences.	Mostly use complete sentences to speak.	Always use complete sentences to speak.	



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