

# A creación de materiais para a sección bilingüe do CPI Tino Grandío

# Creación de materiais CLIL no CPI Tino Grandío

- **Esquema:**

- Presentación do centro e seccións bilingües
- Evolución da situación cos materiais CLIL
  - Primeira fase
  - Segunda fase
  - Actualidade
- Elaboración de materiais
- Recursos para a elaboración
- Resultados
- Accesibilidade
  - Aula Virtual
  - Blog

# Creación de materiais CLIL no CPI Tino Grandío

## • O CPI Tino Grandío

- É un centro rural, preto de Lugo e con alumnado de procedencia dispersa
- Acollémonos á primeira convocatoria experimental de seccións europeas (Orde 18 abril 2002/DOG do 30 de abril) en 2002-2003:
  - 3º ESO ciencias sociais
- Dáselle continuidade en 2003-2004:
  - 4º ESO ciencias sociais
- En 2008-2009 un paso máis:
  - 2º ESO música

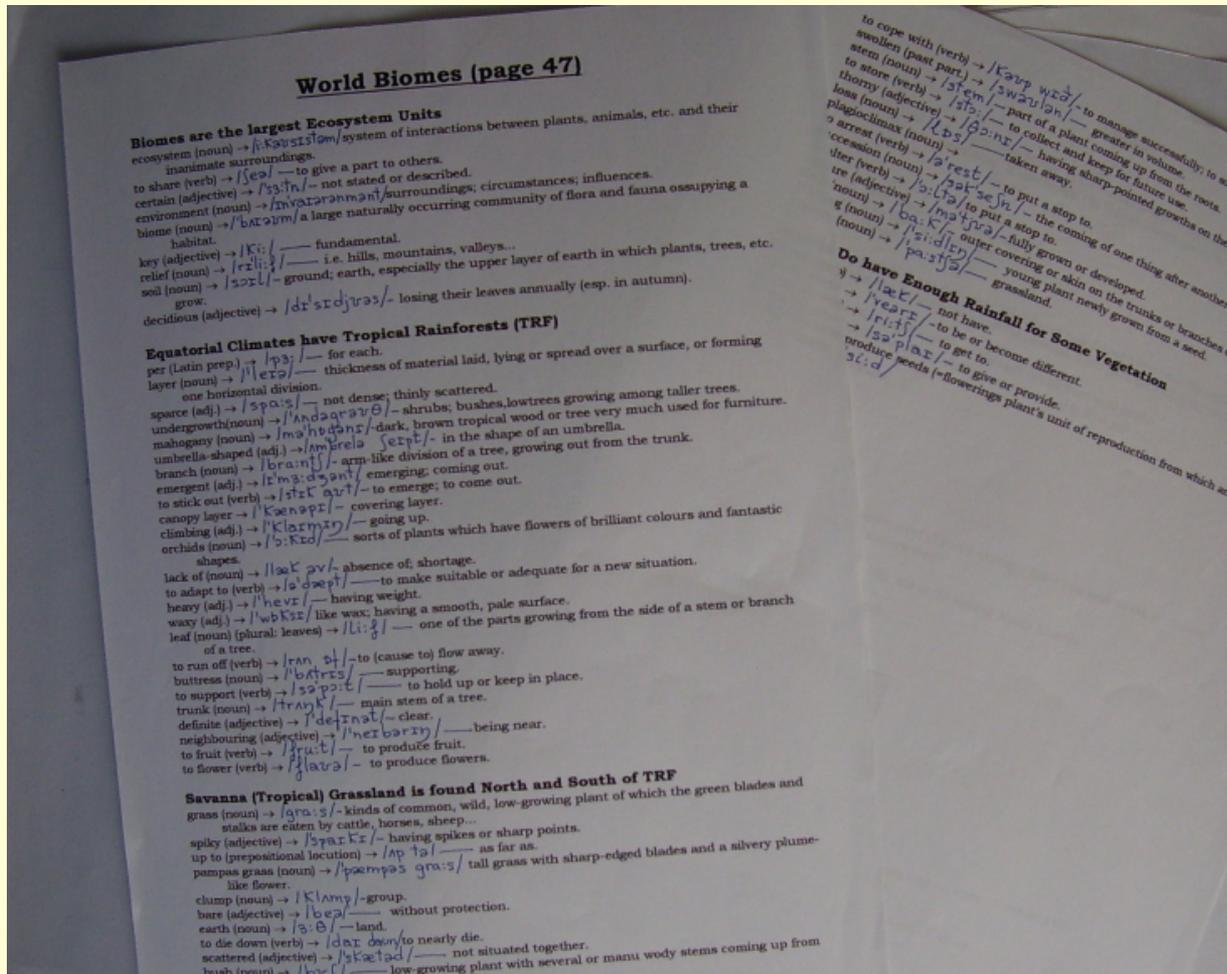


## Creación de materiais CLIL no CPI Tino Grandío

- **Situación cos materiais CLIL: 1ª fase:**
  - Curso 2002-2003 ⇒ ciencias sociais 3º ESO
  - Sen nada ou case nada de material
  - Sen internet no centro
  - Materiais mercados no Reino Unido
    - Materiais para alumnado inglés
    - Diferente curriculum
  - Fotocopias de diversas procedencias
  - Selección permanente
  - Fotocopias
  - 2 horas adicionais inglés: traballar vocabulario

# Creación de materials CLIL no CPI Tino Grandío

## • Situación cos materiais CLIL: 1ª fase:

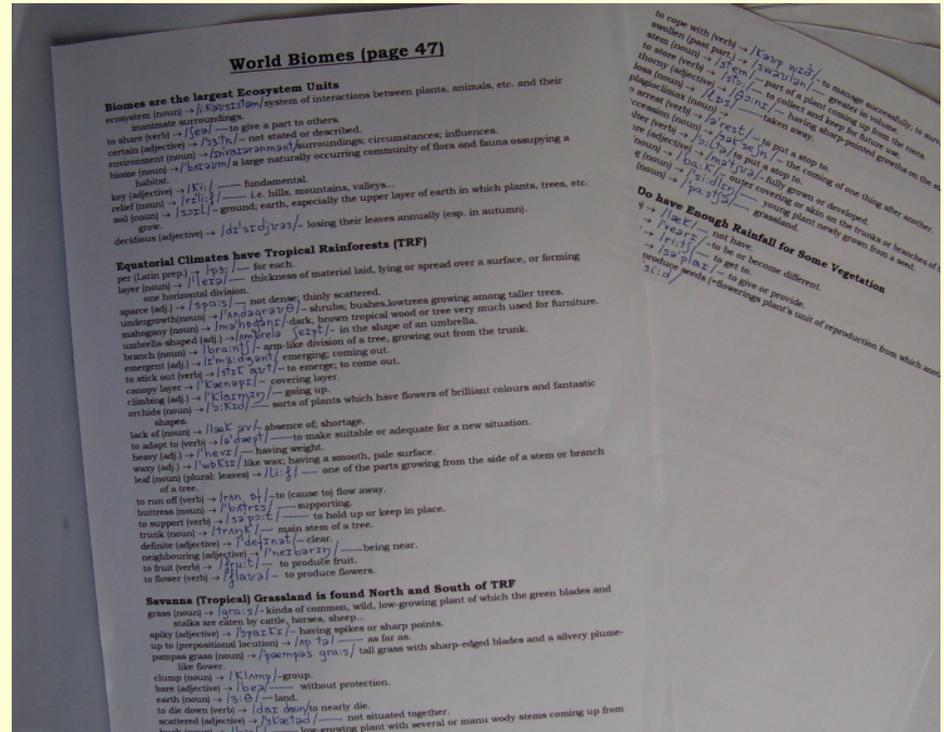
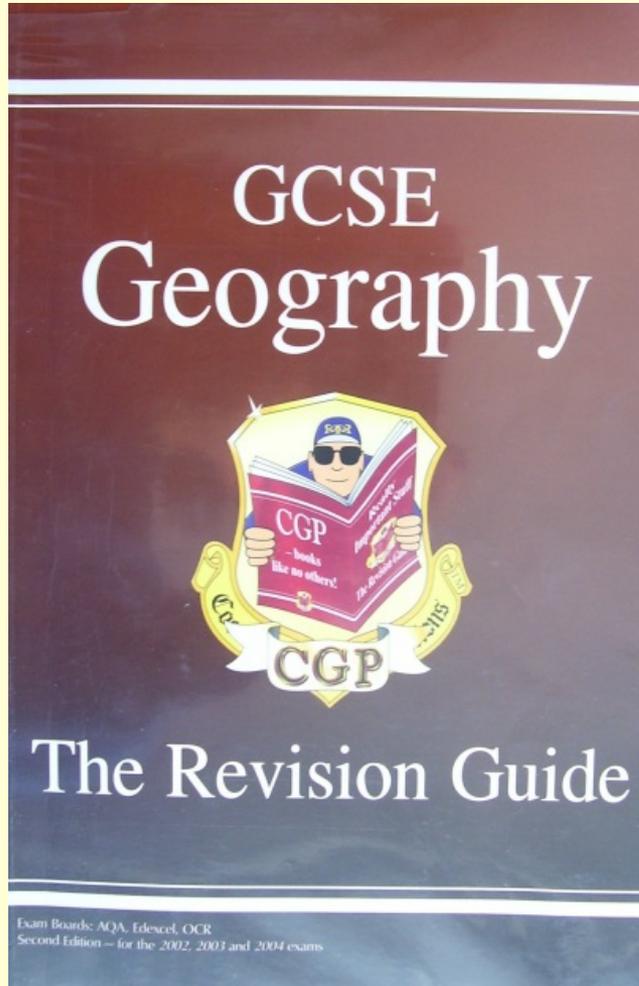


## Creación de materiais CLIL no CPI Tino Grandío

- **Situación cos materiais CLIL: 2ª fase:**
  - Curso 2003-2004 ⇒ ciencias sociais 4º ESO
  - Algo de material organizado
    - Mapas en inglés, atlas, dicionarios na aula
  - Sen internet no centro
  - Materiais mercados no Reino Unido
    - Materiais para GCSE en 3º ESO
    - Fotocopias en 4º (curriculum non equivalente)
  - Fotocopias de diversas procedencias
  - Selección xa organizada
  - Fotocopias, especialmente en 4º ESO
  - 1 hora adicional inglés: traballar vocabulario

# Creación de materiais CLIL no CPI Tino Grandío

- Situación cos materiais CLIL: 2ª fase:

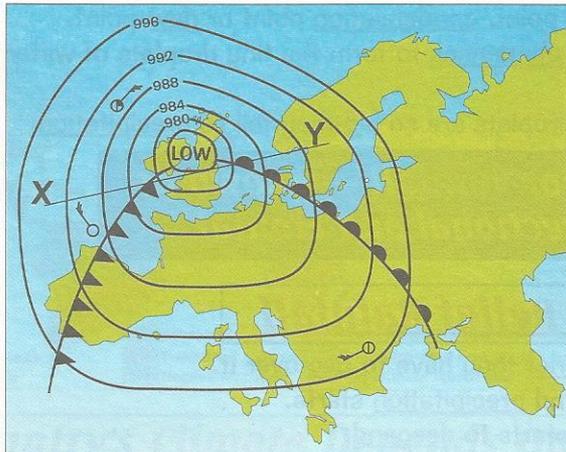


# Creación de materials CLIL no CPI Tino Grandío

## Synoptic Charts

A synoptic chart is just a fancy name for a weather map — just like the ones on forecasts on T.V.

### An Example of a Synoptic Chart



The line from X to Y shows a cross-section of a depression. Check page 42 to see how the weather in that area would look.

Cloud Symbols		Weather Symbols	
Symbol	Cloud Cover	Symbol	Description
☒	sky obscured	≡	mist
○	cloudless sky	≡	fog
○	1/8 cloud cover	☂	drizzle
○	2/8 cloud cover	●	rain
○	3/8 cloud cover	*	snow
○	4/8 cloud cover	⚡	thunderstorm
○	5/8 cloud cover	☂	rain shower
○	6/8 cloud cover	⬇	hail shower
○	7/8 cloud cover	⬇	snow shower
●	complete cover		

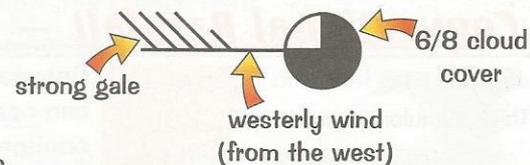
  

Wind Speed Symbols and The Beaufort Scale			
Speed (knots)	Symbol	Description	Beaufort no.
0	⊙	calm	0
1 - 2	—○		
3 - 7	—○	light air	1
8 - 12	—○	light breeze	2
13 - 17	—○	gentle breeze	3
18 - 22	—○	moderate breeze	4
23 - 27	—○	fresh breeze	5
28 - 32	—○	strong breeze	6
33 - 37	—○	moderate gale	7
38 - 42	—○	fresh gale	8
43 - 47	—○	strong gale	9
48 - 52	—○	whole gale	10
53 - 57	—○	storm	11
58 - 62	—○	hurricane	12

### Synoptic Charts Help Predict the Weather

All over the U.K. there are weather stations which collect data on temperature, cloud cover, precipitation, pressure etc. which can be used to draw maps or charts. These can then be studied and compared with past situations to predict the future weather — hopefully.

The key above tells you how cloud symbols and wind speed are shown on synoptic charts. The two are combined to give a weather station symbol, with the tail angle showing wind direction. Examiners love testing you about these little beauties.



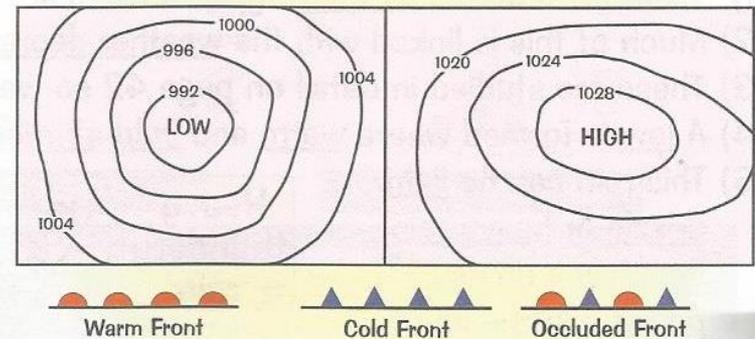
# Creación de materiales CLIL no CPI Tino Grandío

## ***Synoptic Charts Show Atmospheric Pressure Conditions***

**Atmospheric Pressure** is:

'the **force** exerted by the atmosphere as a result of its **weight** above a **unit area** of the **Earth's Surface**'.

- 1) It's measured in **millibars** (mb) and shown on a weather map or synoptic chart as **isobars** — **lines** joining points of **equal pressure**. The figures can range from 890mb in a hurricane (P. 43) to 1060mb in an anticyclone (see page 42).
- 2) **British weather** is largely controlled by weather being **high** or **low** pressure — you'll be expected to be able to identify lows and highs on a chart along with the weather linked to them.
- 3) **Lows** and **Highs** are both shown by a series of **isobars** in a roughly **circular shape**. Lows have isobar readings which **decrease in value** towards the centre — highs are the **opposite**.
- 4) You also need to know the symbols for **fronts** which are linked with lows. These are explained under the diagrams on the right.
- 5) There's also information on the synoptic chart showing **wind direction**, **cloud cover**, **temperature** and **weather**.



## ***Weather you like it or not — you've got to learn this...***

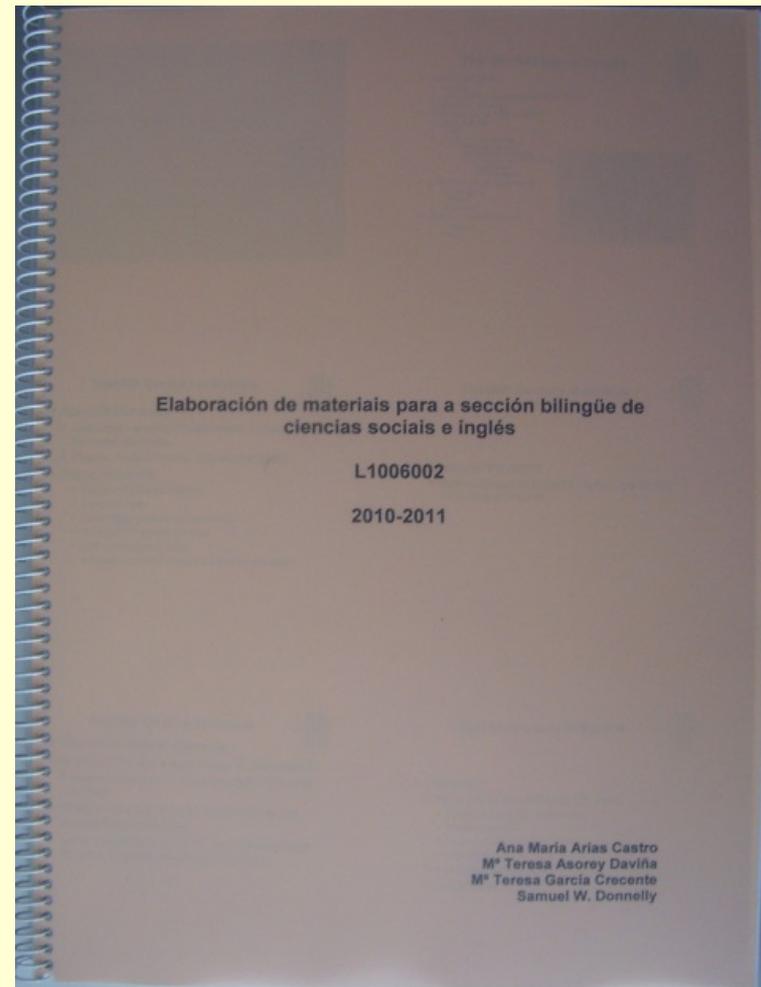
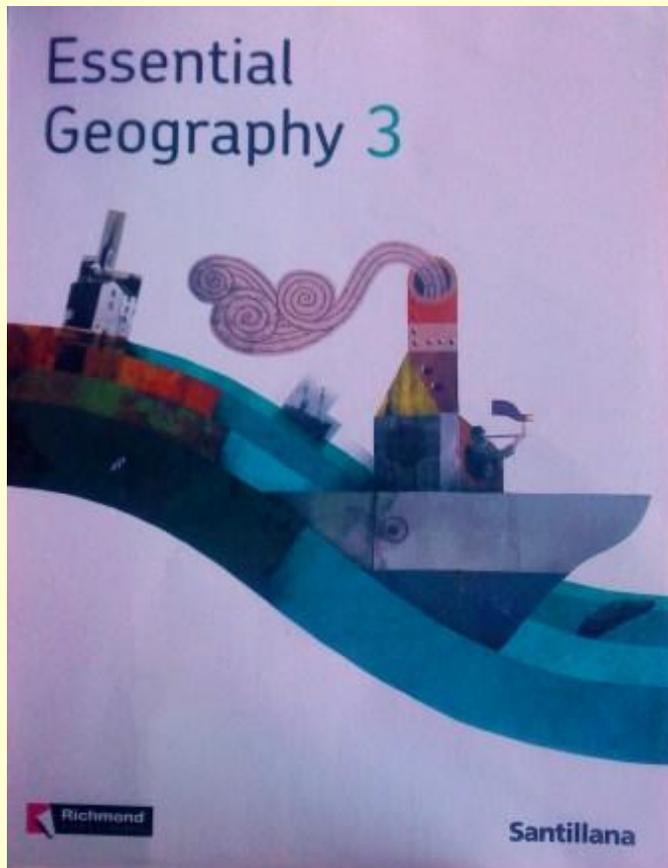
Blimey — that's an awful lot of new symbols to learn. Try looking at a synoptic chart in a **newspaper** or on **T.V.** and interpreting it using the **key** on this page. Examiners absolutely love these charts — make sure you've got all this covered if you don't want to be caught out.

## Creación de materiais CLIL no CPI Tino Grandío

- **Situación cos materiais CLIL: 3ª fase:**
  - Moi organizado
    - Aulas CLIL con dicionarios, atlas e mapas
    - Libros de lectura e DVDs
    - Sección específica na biblioteca
  - Mala conexión a internet no centro
  - Libro de texto CLIL en 3º ESO
  - Fotocopias organizadas en 4º ESO
  - Inicio da elaboración de materiais propios
    - Ata remprazar os alleos e fotocopias
  - 1 hora adicional inglés: interacción e oralidade

# Creación de materiais CLIL no CPI Tino Grandío

- **Situación cos materiais CLIL: 3ª fase:**



# Creación de materiais CLIL no CPI Tino Grandío

- **Proceso de elaboración dos materiais**
  - Preparouse unha unidade de proba en 2008-2009
  - Desenvolveuse un Seminario Permanente para facer materiais interactivos en inglés en 2008-2009
  - Decidimos solicitar formación para elaborar materiais CLIL:
    - SP en 2009-2010 – materiais 4º ESO
    - SP en 2020-2011 – materiais 4º ESO final
    - SP en 2012-2013 – materiais 3º ESO
    - GT en 2013-2014 – materiais 3º e 4º ESO
  - Creouse un blog en 2008 para subir os materiais elaborados

# Creación de materiais CLIL no CPI Tino Grandío

## • **Elaboración dos materiais**

- Preparouse unha unidade de proba en 2008-2009
  - Unit 1: The 18th Century in Spain (4º ESO)
    - Unidade
    - Glosario
    - Presentación
    - Test en Hot Potatoes
- Desenvolvérase un Seminario Permanente para facer materiais interactivos en inglés en 2008-2009
- Decidimos solicitar formación para elaborar materiais CLIL:
  - SP en 2009-2010 – materiais 4º ESO
  - SP en 2020-2011 – materiais 4º ESO final
  - SP en 2012-2013 – materiais 3º ESO
  - GT en 2013-2014 – materiais 3º e 4º ESO
- Creouse un blog en 2008 para subir os materiais elaborados

## Creación de materiais CLIL no CPI Tino Grandío

- **Elaboración dos materiais (SP 2009-10)**

- Seminario Permanente 2009-2010

- Profesora CLIL ⇒ buscar e redactar contidos
- coordinadora inglés ⇒ corrixir, maquetar, deseñar os formatos, ilustrar, redacción de glosarios, organizar blog e Aula Virtual
- profesora primaria ⇒ teclear textos, subir á web, buscar materias, ilustracións, etc.
- Auxiliar de conversa ⇒ correccións, gravacións de audios (non formaba parte oficialmente do SP)

# Creación de materiais CLIL no CPI Tino Grandío

## • **Elaboración dos materiais (SP 2009-10)**

### – Trabajo:

- Unidades alumnado en formato pdf
- Presentación acompañante
- Glosario inglés-galego
- Tests en Hot Potatoes
- Audios das unidades

### – Concurso de mapas

#### UNIT 1 - The 18th Century in Spain

- unit 1
- presentation 1
- glossary 1
- additional text from Wikipedia
- revision test (Hot Potatoes)
- fill the gaps (quotes by Rousseau)
- crosswords
- match these definitions
- audio1
- audio2
- audio3
- audio4
- audio5
- audio6

# Creación de materiales CLIL no CPI Tino Grandío

UNIT 1 The 18th Century in Europe

## UNIT 1 – The 18<sup>th</sup> Century in Europe

- o Absolute Monarchy
  - o concept
  - o why it didn't succeed everywhere in Europe
- o A century of balance
- o Population in the 18<sup>th</sup> century
  - o great increase
  - o cities
  - o division of the states
    - first state: the clergy
    - second state: the nobles
    - third state: the rest of the people
      - the peasants
      - the bourgeoisie
- o Writers of the Enlightenment
  - o Montesquieu
  - o Voltaire
  - o Rousseau
- o Spain in the XVIII century
  - o Charles II
  - o Philip V
  - o Charles III



**Absolute Monarchy**

**Absolutism** was the system of government in most European countries.

European kings governed without convoking Parliaments and imposed their own will. But they made some changes with the objective of improving the administration and the economy of their states. This form of government was called **Enlightened Despotism**.



The most important ones were: Frederic II of Prussia, Joseph II of Austria, Catherine II of Russia, Louis XV of France and Charles III of Spain.

The reforms they made were:

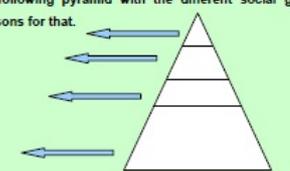
1 of 11

UNIT 1 The 18th Century in Europe

The aspiration to acquire a landed estate was often highly developed among the urban bourgeoisie, many of them were able to acquire noble status through the acquisition of land.

**TASKS**

1. A day in the life of a: noble, clergy, bourgeoisie or peasant. Choose one of them. Write 12-15 lines.
2. Give some advantages of the 1st and 2nd state.
3. Write about some disadvantages of the third state.
4. Complete and explain the next graphic:
5. Differences and similarities between bourgeoisies and peasants.
6. Complete the following pyramid with the different social groups and explain the reasons for that.

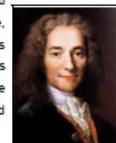


**Writers of the Enlightenment**

The ideas of the writers of the Enlightenment announced big changes.

Montesquieu (1689-1755). Works: *Persian letters*, and *Spirit of the laws*.

He disapproved of absolutism, he was a defender of privilege and nobility but he proposed the "separation of powers" ( executive, legislative and judicial). The monarch would administer the laws (and have the power to veto them), an assembly with two houses would make the laws, while an independent judiciary would ensure that the laws were obeyed. He warned against intolerance and tyranny.



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UNIT 1 The 18th Century in Europe

**Neoclassicism:** second half of the 18th century.

- o It was born as a reaction to the excess of the Baroque; it was a return to the simplicity and calmness of the classical greek-roman art.
- o The most important artists were:
  - o Sculptor: Antonio Cánova.
  - o Painter: Jacques-Louis David.
- o Buildings:
  - o The Prado Museum.
  - o The Capitol (Washington).



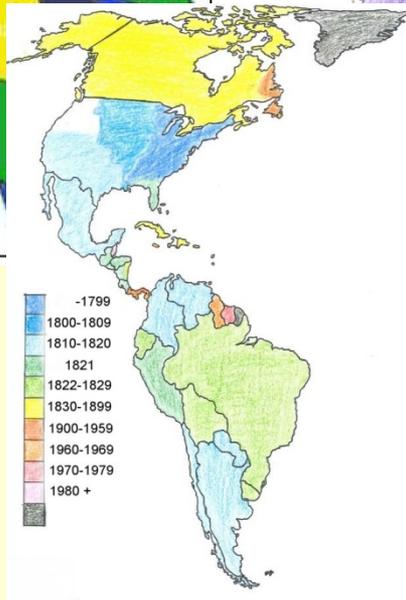
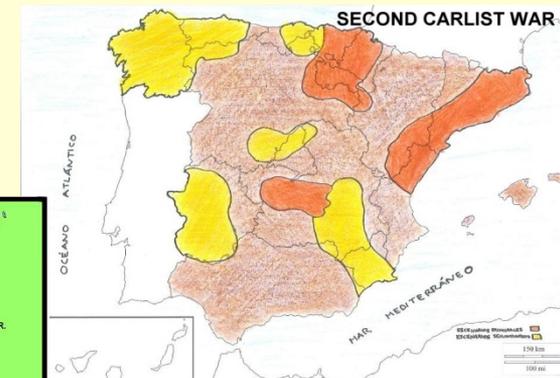
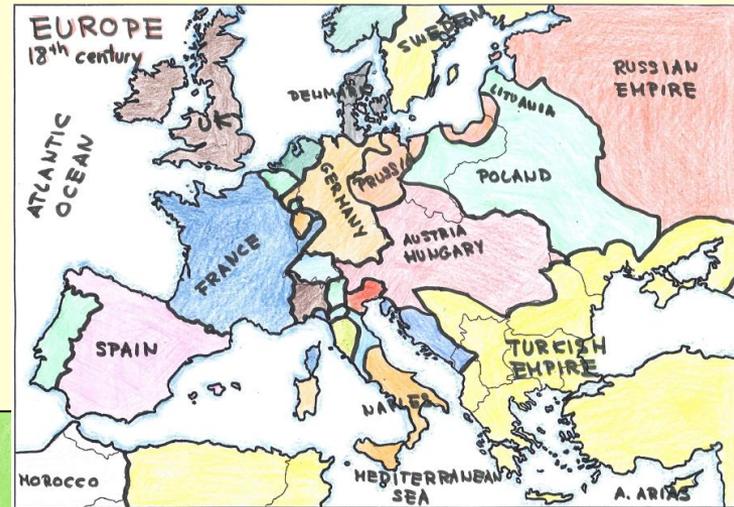
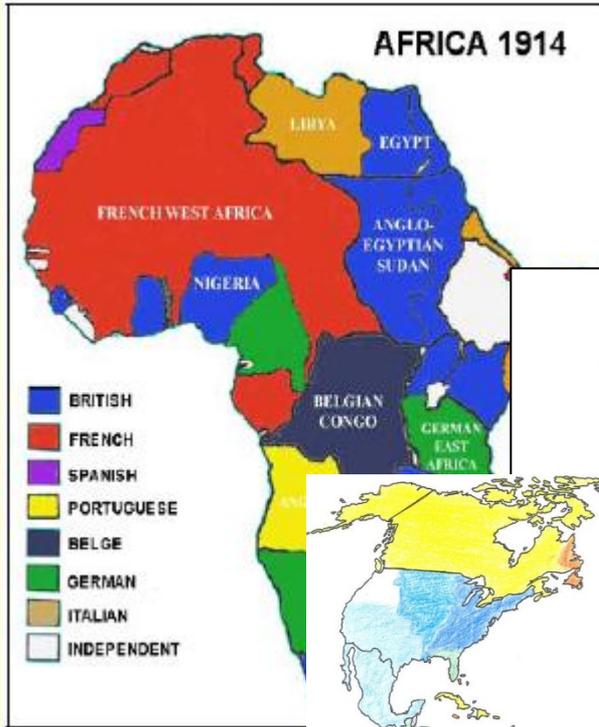

Find out more at...

- o these websites:
  - ✓ [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk) (general information for students - simple language)
  - ✓ [www.wikipedia.com](http://www.wikipedia.com) (general information)
- o these books (from the school library):
  - ✓ BINGHAM, Jane et al.: *The Usborne Internet-Linked Encyclopedia of World History*. Usborne, 2000. Pages 314-319. ISBN: 97807-4605361-4 (interesting links to their website)
  - ✓ GANERI, Anita et al.: *Encyclopedia of World History. From the Stone Age to the 21st Century*. Farragon, United Kingdom, 2005. Pages 148-149 and 152-153. ISBN: 1-406-45-684-1
  - ✓ MURPHY, Derrick et al.: *Europe 1760-1871. Flagship History*. Collins, 2000, 2002. ISBN: 0-00-327132-3
  - ✓ novels by Jane AUSTEN, such as: *Pride and Prejudice*, *Emma*, etc.
- o And these films:
  - ✓ *Amadeus* (1984), Mozart's life
  - ✓ *Catherine the Great* (1995) about Catherine of Russia
  - ✓ *Rob Roy* (2007) about a Scottish folk hero
  - ✓ *The Dangerous Liaisons*
  - ✓ *The Last of the Mohicans* (1992), the French and Indian War
  - ✓ *The Perfume*
  - ✓ *Treasure Island* (1990), the famous pirate story

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# Creación de materials CLIL no CPI Tino Grandío

## Concurso de mapas



# Creación de materiales CLIL no CPI Tino Grandío

**Unit 1**  
**The 18th Century in Europe**

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**Social Studies – ESO-4**



## The 18th Century in Europe

- Absolute Monarchy
  - Absolutism: system of government in most European countries.
  - Prussia, Austria, Russia, France and Spain.
- These monarchs:
  - developed national industry.
  - improved trade
  - encouraged science and education
  - centralized the administration
  - built a professional army
  - subjected the other powers (church and nobility).



# Creación de materiais CLIL no CPI Tino Grandío

GLOSSARY	UNIT 1	18th Century Europe	GLOSSARY	UNIT 1	18th Century Europe
acquire (verb) - adquirir; conseguir		due to (prep.) - debido a	landownership (noun) - a propiedade da terra		such as (prep.) - tal como
aim (noun) - obxectivo, finalidade		either... or... (conj.) - ou... ou...	lay down (verb) - asentar; sentar, fixar		sum (noun) - suma
announce (verb) - anunciar		elect (verb) - eleixir nunhas eleccións	lease (verb) - arrendar		support (verb) - apoiar
army (noun) - exército		emergence (noun) - aparición; xurdimento	level (noun) - nivel		take advantage of (expr.) - aproveitarse de
assault (noun) - ataques		enhance (verb) - promover	made up (adj.) - conformado		take part (expr.) - tomar parte
assembly (noun) - asemblea		Enlightened Despotism (expr.) - despotismo ilustrado	marriage (noun) - matrimonio		through (conj.) - a través de; por medio de
background (noun) - procedencia		Enlightenment (noun) - ilustración	nobility (noun) - nobreza		trade (noun) - comercio
balance (noun) - equilibrio		ensure (verb) - asegurar; comprobar	noble rank (expr.) - o rango nobiliario		try (verb) - intentar
ban (verb) - prohibir		exploit (verb) - explotar (en sentido figurado)	none of them - ningún/ningunha deles		unstable (adj.) - inestable ((é o contrario de stable))
be afraid of (expr.) - ter medo de		faction (noun) = group	obey (verb) - obedecer; acatar		wage earner (noun) - asalariado/a
be exempt from (expr.) - estar exento de		factory (noun) - fábrica	only (adj.) - único/a		warrior (noun) - guerreiro
be forced to (expr.) - estar obrigado a		fewer (comp. adj.) - menos	over (prep.) - máis de (=more than/longer than)		western (adj.) occidental ((from West))
bishop (noun) - bispo		fully (adv.) - completely	peace (noun) - paz		will (noun) - criterio, opinión; tamén testamento
bloody (adj.) - sanguinario; sanguento		give rise to (expr.) - dar lugar a	peasant (noun) - campesiño; paisano		
borrow (verb) - pedir prestado		growth (noun) - crecemento	peasantry (noun) - campesiñado		
bourgeoisie (noun) - burguesía		heir (noun) - herdeiro ((heirress en feminino))	plague (noun) - praga		
calmness (noun) - calma; tranquilidade		highly (adv.) - altamente (very much)	power (noun) - potencia		
ceiling (noun) - teito		hold a position (expr.) - manter unha posición	pressure (noun) - presión		
channel (noun) - canal		improve (verb) - mellorar	recover (verb) - recuperar		
clergy (noun) - clero		In spite of / despite (prep.) - a pesar de	regard (verb) - considerar		
confer (verb) - conlevar; levar aparelado		increase (verb) - aumentar	restricted to (adj.) - restrinxido a		
country dwellers (noun) - habitantes do campo		increase (verb) - aumentar	run the state (verb) - gobernar o estado		
countryside (noun) - campo		increasing (adj.) - cada vez máis grandes	sack (verb) - expulsar		
crown (noun) - coroa		involved (adj.) - implicado/a	serfdom (noun) - escravitude; servidume		
depopulation (noun) - despoamento		landed estate (noun) - unha propiedade de terras	several (adj.) - varios/as		
despite / in spite of (prep.) - a pesar de		landless labourer (noun) - traballadores sen terras	so that (conj.) - de forma que		
develop (verb) desenvolver		landowner (noun) terratenente	stage (noun) - escaenario; situación		
development (noun) - desenvolvemento			state (noun) - estado=país; estado=clase social		
disapprove (verb) - desaprobar			still (adv.) - aínda		
dockyard (noun) - estaleiros (= where ships are built and repaired)			subject (verb) - someter		
drop (noun) - caída; desplome					
	1 de 2			2 de 2	

# Creación de materials CLIL no CPI Tino Grandío

Index =>

UNIT 1 - The 18th century

Multiple-choice exercise

Choose the correct answer for each question.

Show questions one by one

1. Which writer proposed the participation of all people in the government?

A.  Montesquieu

B.  Voltaire

C.  Rousseau

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2. Which writer thought the Catholic Church was an example of an intolerant institution?

A.  Rousseau

B.  Voltaire

C.  Montesquieu

---

3. Which factors led to an increase of the population from 115 to 190 million people in Europe?  
(more than one answer is correct)

A.  fewer plagues

B.  fewer bloody wars

C.  a better diet

# Creación de materiais CLIL no CPI Tino Grandío



## Creación de materiais CLIL no CPI Tino Grandío

- **Elaboración dos materiais (SP 2010-11)**
  - Seminario Permanente 2010-2011
    - Mesmos membros ca no anterior
  - Materiais a elaborar
    - Resto de unidades (11 a 17)
  - Mesma forma de traballo

# Creación de materiais CLIL no CPI Tino Grandío

## • **Elaboración dos materiais (SP 2009-10)**

### – Trabajo:

- Unidades alumnado en formato pdf
- Presentación acompañante
- Glosario inglés-galego
- Tests en Hot Potatoes
- Audios das unidades

#### UNIT 1 - The 18th Century in Spain

- unit 1
- presentation 1
- glossary 1
- additional text from Wikipedia
- revision test (Hot Potatoes)
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# Creación de materials CLIL no CPI Tino Grandío

UNIT 14

The Cold War

**TASKS:**

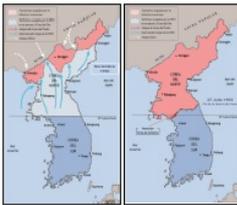
7. When did Stalin die?
8. Who succeeded him?
9. What is the capital of Hungary.
10. What were the results of the Soviet invasion of Hungary?
11. Why was the Berlin wall built?
12. What were the consequences of this action?

**The Cold War in Asia**

In 1949, the Communist State of China was set up by Mao Tse-Tung. This meant that the USA was also worried by the communist threat in Asia, and the Cold War was extended to Asia.

**War in Korea (1950)**

Before the Second World War Korea was a colony of Japan. Japan was defeated and Korea was divided into North and South Korea along the 38<sup>th</sup> parallel. The North was communist and the South was under the influence of the USA and had an anti-communist dictatorship.



Communist North Korea went to war with South Korea in order to reunite the country. The USA and the Western powers intervened on behalf of the United Nations to stop the spread of communism and sent North Koreans back North of the 38<sup>th</sup> parallel.

- President Truman allowed General MacArthur (UN Commander) to invade North Korea. This worried China, because they were afraid of a Western

## Unit 14 The Cold War

Social Studies – ESO-4



**GLOSSARY**

- against (prep) – contra
- agree to (verb) – acordar
- aid (noun) – axuda
- alliance (noun) – alianza
- allow (verb) – permitir
- authorise (verb) – autorizar
- barbed wire (expr) – arame de pinchos
- barrier (noun) – barreira
- blockade (verb) – obstruír
- capture (verb) – capturar
- cease-fire (noun) – alto o fogo
- colony (noun) – colonia
- corrupt (adj) – corrupto
- cut / cut / cut off (verb) – cortar; aillar
- defeat (verb) – derrotar
- demolish (verb) – demoler
- development (noun) – desenvolvemento
- dictate (verb) – determinar; decidir
- dictatorship (noun) – ditadura
- diplomatic (adj) – diplomático/a
- dismiss (verb) – despedir (do traballo)

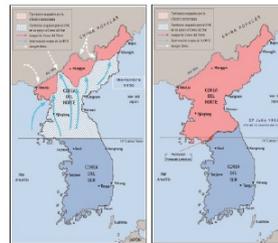
**UNIT 14**

**The Cold War**

- hold elections (expr) – celebrar eleccións
- hot-line (noun) – liña permanente
- huge (adj) – grande(s)
- increase (verb) – aumentar; incrementar
- instead of (expr) – en vez de; en lugar de
- intervene (verb) – intervir
- land (verb) – aterrar (desde un avión)
- lead / led / led (verb) – dirixir, liderar
- loyal (adj) – leal
- make profit (expr) – obter beneficios
- march (verb) – marchar; entrar a pé
- missile (noun) – misil
- move (noun) – movementos; decisión
- on behalf of (expr) – en defensa de
- on the brink of (expr) – a punto de; case
- outside world (expr) – mundo exterior
- overthrow / overthrew / overthrown (verb) – derrocar
- partition (verb) – dividir
- policy (noun) – política
- poverty (noun) – pobreza
- prevent (verb) – evitar
- rebuild / rebuilt / rebuilt (verb) – reconstruír
- remove (verb) – quitar; retirar
- reunite (verb) – reunir
- rule (verb) – dirixir
- seize control (expr) – tomar o control
- set up / set up / set up (verb) – establecer
- ship (verb) – transportar en barco
- shipyard (noun) – estaleiro
- shoot / shot / shot dead (expr) – disparar para matar
- shut / shut / shut down / (verb) – cerrar

## The Cold War

• War in Korea (1950)



- Former colony of Japan which was divided in North (pro communist) and South (pro USA) after WWII.
- Communist North Korea got the support of China to reunite the country and went to war.
- The USA, UN and Western countries support South Korea.
- In 1953 both sides agreed a cease-fire.



Index =>

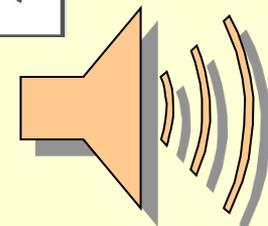
**FASCISM AND NAZISM**

**Quiz**

1. The main causes of the rise of dictatorship were... (THREE CORRECT ANSWERS)
  - a.  There were a lot of unemployment and poverty so people wanted democracy.
  - b.  Democracy was banned for bad conditions of people.
  - c.  There were a lot of unemployment and poverty so people wanted strong leaders.
  - d.  Communism was seen as a threat to European countries.
  - e.  Democracy was very depressed and people wanted communism to put things right.

Check

2. Due to the economic crisis in the 1930s the social situation become much worse, so... (TWO CORRECT ANSWERS)
  - a.  Middle and upper classes occupied properties and invaded factories.
  - b.  Middle and upper classes were afraid of a communist revolution.
  - c.  Some farmers occupied big properties.
  - d.  Workers decided to invade Germany.



## Creación de materiais CLIL no CPI Tino Grandío

- **Elaboración dos materiais (SP 2011-12)**
  - Seminario Permanente 2011-2012
    - Mesmos membros ca no anterior
  - Materiais a elaborar – 3º ESO
    - Complementarios ao libro de texto
      - Glosarios
      - Test de repaso
      - Outros exercicios en Hot Potatoes
        - » Emparellamento
        - » Encrucillados
        - » Encher ocos
      - Audios

# Creación de materials CLIL no CPI Tino Grandío

Index =>

## Unit 7 - The EU primary sector

### Multiple-choice exercise

Choose the correct answer for each question.

Show all questions

1 / 12 =>

What is the primary sector like in Spain? Choose ONE.

A.  All the sentences are true.

B.  Since Spain joined the EU, agriculture and fishing have been modernized and become market-oriented.

C.  Agricultural and fish products provide raw materials for many Spanish industries.

D.  Food represents 15% of the value of Spanish exports.

Index =>

Index =>

## Unit 7 - The EU primary sector (Fruit and vegetables in El Ejido)

### Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

Fruit and  [?] are basic elements of the Mediterranean diet, together with pulses, olive oil, fish and wine. Recently, it has been possible to demonstrate the reasoning behind the great advantages of eating fruit and vegetables for a  [?] diet.

The municipality of  [?] lies in the South East of the Iberian peninsula, bordered by the  [?] sea, in the province of  [?]. It is world famous for its climate, good farming practice and the companies that package the produce and send it to the most demanding customers in the  [?], ensuring quality, food safety and respect for the  [?].

[?] in the municipal district of El Ejido are world leaders in voluntary  [?] of the quality of their  [?] and vegetables as they  [?] their products before they come onto the  [?]. They are also changing their pest control  [?] towards  [?] methods with two objectives: meeting consumer requirements and caring for the  [?].

<http://www.elejido.org/tuayto/files/pdfs/Agricultura/folleto/Recetario-ingles.pdf>

Check Hint

Index =>

Index =>

## Unit 7 - The EU primary sector

### Matching exercise

Match the items on the right to the items on the left.

Check

habitat	???
aquaculture	???
livestock	???
subsidies	???
agriculture	???
crop	???
output	???
input	???
productivity	???

The fertility or capacity of a given habitat or area.  
 The amount of something produced by a person, machine or subsidy.  
 Farm animals.  
 A sum of money given by the state.  
 The practice of farming, including growing of crops and rearing of animals, to provide food and other products.  
 What is put in, taken in, or operated on by any process or system.  
 The natural home or environment of an animal, plant or other organisation.  
 The rearing of aquatic animals.  
 A cultivated plant that is grown on a large scale.

Index =>

## Unit 7 - ESO3

### Crossword

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.

Check

Index =>

## Creación de materiais CLIL no CPI Tino Grandío

- **Elaboración dos materiais (GT 2012-13)**

- Grupo de Trabajo 2012-2013

- Mesmos membros ca no anterior

- Materiais a elaborar – 4º ESO

- [ESL Vídeo](#)

- Edi-LIM

- Novos materiais en Hot Potatoes para 4º ESO

- Exercicios de emparellamento

- Encrucillados

- Textos para encher ocos

# Creación de materials CLIL no CPI Tino Grandío

Unit 14 - names  
Matching exercise

Match the items on the right to the items on the left.

Check

Lech Walesa	???
Truman	???
Alexander Dubček	???
Nikolai Ceausescu	???
Josp Tít	???
Mao Tse-Tung	???
MacArthur	???
Fidel Castro	???
Batista	President of Czechoslovakia.
Janzewski	Polish leader.
Stalin	USA president
	UN commander
	Romania's dictator
	Leader of Polish independent trade union called Solidarity.
	USSR president
	Leader of the communist state of Cuba
	Leader of the communist state of China.
	Military dictator that ruled in Cuba
	Leader of the Yugoslavian communist government.

Unit 14 - The Cuban crisis  
Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "?" button to get a clue. Note that you will lose points if you ask for hints or clues!

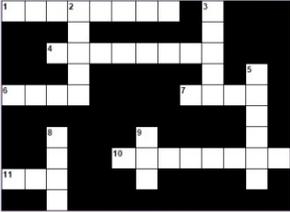


Cuba, which was only 100 miles away from the [?] had been ruled by a military [?] Batista, since 1940. He allowed [?] businessmen and the Mafia to make huge profits in a country where most people lived in [?]. In 1956, a rebel named [?] attempted to overthrow the government, but was defeated and forced into [?]. In 1959, Castro began a [?] war and soon marched on Cuba's capital, [?], and overthrew the [?].

Check Hint  
Index =>

Unit 14 - The Cold War  
Crossword

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that word.



Check  
Index =>

ESL Video Quiz: Cold War - Vietnam War

Quiz by: anaarias  
0 views

AdChoices ▶ English ESL ▶ ESL Quizzes ▶ ESL Lessons ▶ Study ESL

Creedence Clearwater Revival: Fortunate Son



Questions Transcript Notes

Questions:

Some folks are born to \_\_\_\_\_

- wave the flag
- take the flag
- made the flag

Oooh, they point the cannon at you \_\_\_\_\_

- mmore,
- Lord,
- posh,

Some folks are born silve spoon \_\_\_\_\_

- in one
- in hand
- in man

but when the taxman comes to the \_\_\_\_\_

- door

0 0 Favorite

# Creación de materiales CLIL no CPI Tino Grandío

## • Situación actual:

### – MATERIAIS 3º ESO

- Libro de texto específico CLIL en 3 ESO.
  - Materiais CLIL propios GT):
  - Audios
  - Glosarios
  - Actividades Hot Potatoes
  - Enlaces interesantes no [blog](#)

### – MATERIAIS 4º ESO

- Materiais propios:
  - Unidades alumnado
  - Audios
  - Glosarios
  - Tests en Hot Potatoes
  - Actividades Hot Potatoes
  - ESL Vídeo
  - Enlaces a documentos
  - Enlaces interesantes no [blog](#)

# Creación de materiales CLIL no CPI Tino Grandío

- **Recursos utilizados:**

- [OpenOffice](#)
- [Hot Potatoes](#) + [tutorial](#)
- [Edi-LIM](#)
- [ESL vídeo](#)
- Imaxes con Lincenza Creative Commons
  - [Banco Imágenes INTEF](#)
  - [Wikimedia](#)
- Imaxes propias

## Creación de materiais CLIL no CPI Tino Grandío

- **Resultados:**

- Materiais axeitados ao currículo
- Adaptados aos medios existentes e ao profesorado
- Nivel de inglés adaptado
- Profesora CLIL e de inglés coordinadas
- Materiais imprimibles (unidades, glosario e presentacións)
- Gravables en CD para alumnado sen conexión a internet
- Acceso á aula de informática en recreos

# Creación de materiais CLIL no CPI Tino Grandío

- **Accesibilidade:**
  - Desde a [Aula Virtual](#) (acceso como convidado)
    - Sección bilingüe-ciencias sociais-inglés
  - Desde o blog de sección bilingüe
    - [3º ESO](#)
    - [4º ESO](#)
  - Entradas dos materiais en uso no blog

The screenshot shows a blog post from Monday, October 27, 2014, titled "Political organisation: the European Union". The post content includes a list of resources for Unit 3: Political organisation, such as "European Union Constitution", "The European Union timeline", "European Union Trivia", "Topopopa quizzes about different aspects of Europe", and "Glossary". A map of Europe is displayed, credited to José Alberto Bermúdez - Banco Imágenes ITE. Below the map, there is a "Revision test" section with various exercises like "Match these definitions", "Crosswords", "Gap-fill exercise", and "audio1" through "audio6". The post is attributed to Ana Añas at 2:07 PM. The right sidebar contains a search bar, a "Follow by Email" form, visitor statistics (115,350), a "Join this site" button, a "Members (23)" gallery, a Creative Commons license notice, and a "USEFUL LINKS FOR SOCIAL STUDIES" section with links to Wikipedia, Khanacademy-history videos, and Classzone-history audios.

Creación de materiais CLIL no CPI Tino Grandío

**MOITAS GRAZAS**