

Teaching notes.

Introduction.

These materials are to be used in the Social Studies and Science lessons. At the same time pupils are working on the Locomotive System in Science and Population in Social Studies. One lesson a week will be devoted to the aspects of Education for Health in English.

Students will get the working sheets day by day, and they will make a dossier that is going to be presented independently from the two subjects. The English teacher is going to check it and pass the mark to the subject teachers.

Pupils are already familiar with this type of work because they have already worked with this system in previous years.

They know that working contents in English is a step forward, not only in terms of language but also in learning abilities. They see it as a challenge.

The content and aims are included in the index of the unit in Catalan. When teaching the Cross-curricular Content the teachers have to point out the link between the general topic and the Cross-curricular theme. As an example the index for the content in CLIL is:

1. Accidents.
 - a) At Home.
 - b) Cycling.
 - c) Playing outside.
 - d) In the car.
 - e) Road safety.

2. First Aid.

In terms of language we are going to learn:

1. New vocabulary.
2. Talk about safe and dangerous behaviours.
3. Giving advice.
4. Present conclusions.
5. Talking in a debate.

Activity 1.

(Whole class activity)

The teacher reads the paragraph aloud and explains difficult vocabulary.

Students individually decide the sentence that best summarizes the information.

Activity 2.

(Pair group)

The aim of the activity is to find out that accidents can happen anywhere.
The teacher has to make this clear at the end of the activity.

Activity 3.

First part. Students get the first part of the activity, the chart with the pictures.
They have to tick the objects they think can cause an accident. The teacher asks:

Have you ticked all the objects?
Which ones haven't you ticked?

The teacher makes clear that all the objects in the pictures can cause accidents.

Second part. Teacher reads aloud all the names for pronunciation and students repeat. Look at the second page and write the names next to the object.

Third part (Pair work).The teacher explains the meaning of **burn** and **hurt**.
Student talk using the substitution table and complete the fourth column.
For some pictures more than one answer is correct.
In pairs they present the information to the whole class.

Language frame:

.....	can be dangerous	because	they	cause a fire. burn you. hurt you.
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Activity 3.

Fist part. Individual activity. Match the objects to the safest place to keep them.
Second part. (Pair work). Tell your partner using the substitution table.
The teacher can ask:

Why are these products dangerous?

The teacher has to make clear that “these products when eating or drinking them can poison you and are VERY DANGEROUS”.

Activity 4.

First part.

(Whole group) Each pair has a set of cards on the table. The teacher asks students to name the objects on the cards and repeat for pronunciation.

Second part. Face the cards down. In turns each pupil gets a card and tells his/her partner the name of the picture, the partner has to write it on the piece of paper.

Third part. Students ask each other the questions and mark the answers on the table.

From 12 -10 Excellent. Remember all when you go cycling.

From 9 – 0 You are not a safe cyclist. Go through all the information again and learn it. You cannot risk yourself and others.

The teacher has to emphasize that all the actions mentioned are **compulsory** when cycling.

Activity 5.

(Pair work activity)

The teacher reads aloud the sentences in the bubble. Students repeat for pronunciation.

Difficult vocabulary: stray dog.

Students find out the odd one. There are two possible criteria:

grammar -ing or meaning all except one are dangerous actions.

Students write 5 of the dangerous actions on the paper. They present it to the rest of the classroom. They have to cross out the ones that have already been mentioned.

They have to write the important information in the frame.

Activity 6.

Individual activity.

Look at the picture and name the objects in the picture:

Safety belts, booster seat, cushion, bag, bottle, safety chair, boot.

The teacher tells the students to look carefully at the picture and answer the first three questions.

Activity 7.

(Group work)

Divide the class in two groups, each group is going to work with a different situation.

Tell them to organize for the different tasks:

Use a table like this.

	Names.
1. Take the pictures.	
2. Work with the pictures in the computer.	
3. Write the sentences for the presentation.	
4. Present the information.	
5. Help with the spelling.	
6. Present the solution.	

Students can use these sentences :

- I want to take the pictures.
- I can write the sentences for the presentation.
- And you, what are you going to do?
- Nothing, I am not good at English.
- Of course you are, you can present the solution.

Activity 8.

(Individual activity)

The teacher presents only the pictures on the blackboard and asks questions to the group:

Who can you see?
What is she doing?
Are all of these correct actions?

Give photocopies to the students and tell them to complete the sentences.

Activity 9.

Fractures.

The teacher presents the situation and reads the sentences for pronunciation.

Pair work. Students decide what to do and talk to their partner.

Activity 10.

Wall dictation.

The teacher reads the sentences and explains the meaning of some difficult words. Students repeat for pronunciation.

Divide the class in four groups.

Hang four copies of the sentences in different parts of the classroom.

Tell students to work in pairs to read and decide if it is correct or not and memorise the sentence. Cross out the sentence.

Then go back to the group to dictate it.

The next pair does the same.

When the dictation is ready, the teacher asks for the incorrect sentence.

Individual work.

Students read the sentences and order them in a logical order.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	7	10	5	8	4	3	9	11	6

Activity 13.

Debate.

Organize the class in 4 groups 2 FOR and 2 AGAINST.

Tell them to look for reasons **for** and **against**. Write the reasons in a paper.

Rehearse for the real debate, in the presentation they cannot read. One group for and one against present their reasons.

The other group for and against listen and ticks the reasons they hear.

At the end, listeners vote to decide which group has done the best presentation.

Repeat the same with the other groups.

The teacher can provide a photocopy with reasons for and against; the reasons can be collected from the ones the groups have prepared.

ASSESSMENT.

Bibliography:

<http://www.welltown.gov.uk/road/car>