

## CLIL Project in Primary School - “Animal World“

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<b>Age group/form</b>	3 <sup>rd</sup> form	
<b>Time (min)</b>	4-5 lessons	
<b>Integration of subjects</b>	Science and English	
<b>Timetable fit</b>	Students are learning about the animals at the Science lesson. They already know some basic things about animals in English, and as a part of the CLIL programme they will enrich their vocabulary and learn more specific things about animals in English.	
<b>Aim</b>	To deepen the knowledge about animals in English and Science through project work and cooperation.	
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) To learn about animal classification and the specific aspects of each group.</li> <li>2) To learn animal body parts and be able to describe the animal.</li> <li>3) To learn some specific animal names and be able to apply them in the context.</li> <li>4) To learn about animal habitats and eating.</li> <li>5) To make a project about the chosen animal in groups of 2-3 and present it in the class.</li> </ol>	
<b>Real life context</b>	Children meet animals every day at home, in the street, in the Zoo or see them on TV. They are very interested to find out more about these amazing creatures.	
<b>Planned results</b>	<b>Content</b>	Students can say what animals belong to what group and what the specific aspects of each category are. They know about animal habitats and eating habits. They can describe an animal concerning all the points listed above.
	<b>Language</b>	Students know the vocabulary concerning the topic and can use the words freely to make sentences about the animals. They also revise how to make questions in Present Simple.
	<b>Communication</b>	Students can easily communicate to each other to make a project about the animal. They can ask a teacher or other students for the necessary information or help. With the help of the teacher, students can divide responsibilities and find the information in books and on the Internet.
	<b>Cognition</b>	Students can understand the new information, relate it to different animals and apply in project work.

## In what way CLIL is implemented in project work?

Students use the materials and their knowledge acquired during the block "Animals" to make a project about any animal in groups.

## Procedure of the block (project)

### Lesson 1

- The teacher writes some questions on the blackboard like "What can it do?", "Where does it live?" and "What does it eat?". She has flashcards with animals which students may know. One student comes and chooses the flashcard. A student asks the class about the animal using questions from the board. The teacher and the students speak about what students would like to learn about the animals. Teacher writes down the ideas on the board.
- Using the self-made flashcards (see appendix 1) the teacher introduces the new vocabulary of unknown animals.
- Teacher gives the students the vocabulary of animal body parts (see appendix 2). Students train to describe the animals.
- Teacher discusses with the students the ways how animals could be classified. For example, by what they eat, where they live. She tells that we can classify animals by their type. 6 main groups of animals are introduced. Students read the information (see appendix 3) about these groups.
- Teacher uses some examples of animals to analyse with the students which group they belong to.
- Students do the task individually (see appendix 4)
- Students do the task in groups of three. They have to put the cards with animal names to the correct group. (see appendix 5)

### Lesson 2

- Students revise the categories of animals and the basic aspects of each group.
- Teacher gives students the worksheets (see appendix 6) with the song about animal homes. Students look at the words and discuss all the unknown words. Then students listen to the song <https://www.youtube.com/watch?v=kckFqb7215w> and fill in the gaps.
- The names of basic animal homes are introduced through flashcards (see appendix 7)
- Then students work in groups. They have flashcards of 6 places where animals can live. They have to choose animals for each place (see appendix 8)
- Students ask each other using the construction "Where does the ... live?" and answer "It lives in a forest, in a den" or "It lives in a river"

### **Lesson 3**

- The teacher puts two flashcards on the board – one is a wolf and the other is a rabbit. She asks the students what they think these animals eat. Do they eat the same things? Can one of them eat another?
- Students learn about 3 types of animal eating habits – carnivores, herbivores and omnivores. Students read the information about each type (see appendix 9)
- Then using the example of some animals students analyse what type it is. They use the information from the text.
- Students work with Venn diagram (see appendix 10) sorting the animals in 3 groups.
- Students watch the video about animal eating habits and food chains.  
<https://www.youtube.com/watch?v=pasB5FxbVUk>
- Teacher asks questions about the information from the video. Students try to make their food chains. (see appendix 11)
- Students write the description of an animal according to the example (see appendix 12)
- It is also possible to play a game about animal habitats by Orchid Toys (see appendix 13)
- Students are divided into groups of 2-3 for the further work. They choose the animal they will do the project about. Students are asked to find interesting information and facts about the animal they have chosen and bring it to school the next lesson. also students have to bring some pictures of the animal.

### **Lesson 4 and 5**

Apart from the information prepared by the students, teacher provides some easy books about animals (which the students have chosen). It is good if there is one or more computers in the class so that students can check some information if they need.

- Teacher explains that students will make the poster presentations using all their knowledge from the lessons and the information which they have found. In their presentation students have to mention: the appearance of the animal, what group it belongs to and some specific aspects of the group connected to the animal (for example, "Sharks are cold-blooded"), where this animal can live and what does it eat. Also they have to mention some interesting facts and other information what they want.
- Teacher controls and guides students' independent work.
- Students present their posters.

All poster presentations are put on the class walls.

### **Resources**

Resources used to carry out the lessons:

- YouTube videos
- Pictures were taken from [www.dreamstime.com](http://www.dreamstime.com), [www.graphicstock.com](http://www.graphicstock.com)
- Self-made flashcards and tasks
- A game by Orchid Toys (optional)

Class equipment needed:

- Computer with audio and video output.
- Big white paper for the presentations, pencils, felt-tips.

## **Appendices**

Appendix 1, Flashcards "Animal Names"

Appendix 2, Picture Dictionary "Animal Body Parts"

Appendix 3, Reading "Animal Classification"

\*Read about different animal groups

Appendix 4, Task "Classification of Animals"

\*Write the names of the animals in the right column. Think of other animals you can write in each group.

Appendix 5, Game "Classification of Animals"

\*Put the cards with the animal names in the right column. This exercise can be done in groups of 2-4.

Appendix 6, Listening task "Animal Home Song"

\*Listen to the song and write in the words from the box.

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Appendix 7, Flashcards "Animal Habitats"

Appendix 8, Game "Animal Habitats"

\*Put the cards with animal names on the correct habitat.

Appendix 9, Reading "Animal Eating Habits"

\*Read about different animal types by what they eat.

Appendix 10, Game "Animal Eating Habits"

\*Sort the animals by what they eat in the Venn diagram.

Appendix 11, Task "Food Chains"

\*Draw arrows to make the food chains. Then make your own food chains.

Appendix 12, Task "Describe the Animals"

\*Read the example. Then describe other animals.

Appendix 13, Game "Where do I live ?"