

Erasmus + KA1 project “Implementing CLIL in project work” “Food Chain”

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Age group/form	16 students from 6th form. Level of English Pre-intermediate to Intermediate	
Time (min)	80 min	
Integration of subjects	Natural Science and English	
Timetable fit	The main theme learners are working on at the moment is food chain and its components; they have learnt Latvian animal names in Latvian and English in the previous lessons and now repeat them and get acquainted with the food chain components.	
Aim	To introduce the food chain components using task based approach and develop speaking skills. The instructional sequence guides students from an understanding of food chain terminology to the independent creation of a food chain using the names of the animals which live in Latvia.	
Objectives	1) to organise students project-work in pairs; 2) to introduce new vocabulary through guessing and inferencing strategies; 3) to practice scanning strategies in reading 4) to develop speaking skills	
Real life context and culture	Natural chains and cycles can be observed in many subjects. The food chain is a part of the broader sixth grade study of ecosystems in which the students have constructed an ‘eco-column’. This allows them to observe a live ecosystem and, consequently, a food chain in action.	
Planned results	Content	The students understand animal eating patterns and the importance of the sun to produce food.
	Language	Learners have enriched vocabulary and terminology on food chain components and Latvian animal names.
	Communication	Learners have improved communication strategies in pairs and peer-assessment techniques
	Cognition	Learners can apply inferencing and guessing strategies

In what way CLIL is implemented in project work?

Students are using authentic materials in English to investigate the food chain components and then to develop a micro-project - presentation of 2 food chains of Latvian animals.

Procedure

Pre-task (warm-up)

Activity 1- brainstorming the vocabulary

Students get the slips of paper with pictures of Latvian animals and their names in English. They work in pairs and try to match the pictures with the names. Then they get a spelling worksheet to check if they remember the spelling of the Latvian animals.

Peer- assessment: students exchange their works and correct the spelling of the words. (*Handout 1- task 1(cut into mixed slips) and task 2)*

Tasks (main part)

Activity 2 – guessing game(speaking)

Students get worksheets with questions and possible answers to play the guessing game. The teacher gives students small slips of paper where they have to write the animal name and glue to the forehead of his/her partner, then using the questions and answers from the worksheet they try to guess the name of the animal.

(*Handout 2 – task 3)*

Activity 3- brainstorming from the video

Teacher shows a video Food Chain Mystery with the presentation of Food chain system and students watch it. Teacher puts cards on the blackboard with components of the food chain in the incorrect order (Ex: Decomposer, Consumer, the Sun, Producer) and students have to give the correct order giving the examples of Latvian animals to the categories.

Support materials 1: video from the internet, handout 3

Activity4- Pair work on food chain components. Teacher makes pairs, gives students exercises on the food chain components. Students get the worksheet on the food chain components, read the definitions and complete the task with necessary words from the text. Then students get the next worksheet and circle the Producers, cross **X** the Decomposers and box the Consumers.

Peer- assessment: students exchange their works and correct the components of the food chain; finally they discuss the answers as a whole class and get the correct answers. (*Handout 4 –task 4 and task 5)*

Activity 5- Pair work making a final assessment work on the food chain

Students get the task to do the final assessment exercises on the food chain components and create their 2 food chains on the A-4 paper using the names and pictures of the Latvian animals.

Peer-assessment: students exchange their works and correct the components of the food chain; finally they discuss the answers as a whole class and get the correct answers. Pairs present their food chains and get peer- assessment.

(*Handout 5; A4 paper)*

Post task (revision and reflection)

Activity 6- Self-assessment: students answer the questions:

What have I learned today? What new words do I remember? What components of food chain do I know?

Teacher gives her feedback for the lesson and guides the self-assessment.

Resources





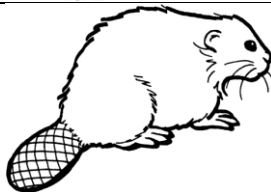
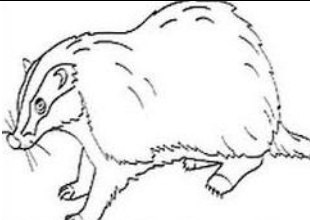
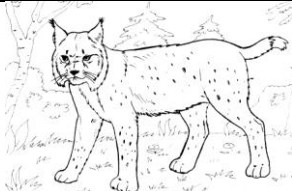

Texts : adopted definitions from: <http://www.dictionary.com/browse/food-chain>

Video: Food Chain Mystery: <https://www.youtube.com/watch?v=8HK4ak1em0w>

Presentations: A-4 paper and pictures/photos of Latvian animals and organisms

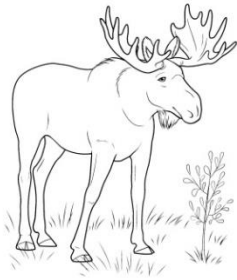
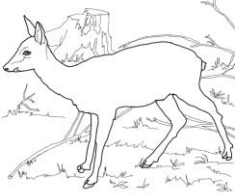


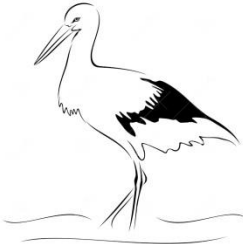
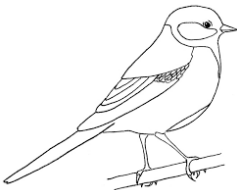
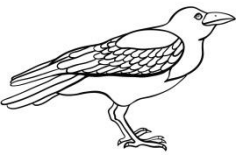
Handout 1(revising pre-taught vocabulary)

Task 1. Match the Latvian animal names with the pictures (cut into mixed slips).





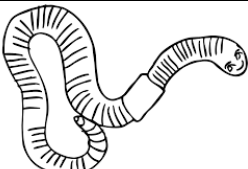
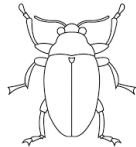


	hedgehog
	mole
 <small>www.sotikids.ru</small>	hare
	squirrel
	beaver
	badger
	lynx
	wild boar





Erasmus+

	elk
	roe deer
	red deer
	heron
	white stork
	tit
	crow



	swan
	otter
	owl
	woodpecker
	worm
	beetle
	mosquito
	ant

	wolf
	fox

Task 2. Work in pairs and write the missing letters for the names of the animals.

1. Mo_e
2. H_r_
3. Be_v_r
4. Mos_ui_o
5. O_t_r
6. He_g_h_g
7. E_k
8. S_ui_r_l
9. D__r
10. L_nx
11. H_r_n
12. B_dg_r
13. Wo_dp_cker
14. W_ld bo_r
15. Sw_n
16. Cr_w
17. B_et_e
18. A_t
19. O_l
20. T_t

Handout 2 (speaking)

Task 3. Use these questions to guess what animal you are.

What can I do?

run	crawl	swim	fly	hop
sit	lie	dig	walk	jump

Where do I live?

in the forest	in the tree	in the hole	in the nest
in the ground	in the hollow	in the den	in the river

Can you describe me?

Big	small	fluffy	slim	fat	long	strong	red	green	black
grey	nice								

Handout 3 (food chain cards)

Handout 4

Food chain – Series of steps by which energy is obtained, used, and changed by living things. Example – sunlight helps grain to grow, the grain feeds cattle, and humans eat the cattle

Producer – Organism that takes non-living matter (energy from the sun, water, minerals, carbon dioxide) and uses it to produce food (energy) for itself with surplus for other organisms. Example – plants

Consumer – Does not produce own food. Example – animals

Decomposer – Organism which feeds off dead plants and animals and reduces their remains to minerals and gases again. Examples – worms, bacteria

Task 4. Read the above definitions, then fill in the blanks. One term is used twice as an answer.

1. The first link in a food chain, which uses non-living matter to produce food (energy), is called a _____.
2. _____ feed off dead plants and animals.
3. The sequence of events where food (energy) is passed from one organism to another is called a _____.
4. A _____ is the process by which energy is obtained, used, and changed by organisms.
5. An organism that does not produce its own food is a _____.

Task 5. Circle the Producers, Cross X the Decomposers, Box the Consumers

Handout 5**Food Chain Assessment**

1. Draw a line from a food chain term to its definition.

sun	does not produce own food
producer	necessary source of energy for producers
food chain	living organism which feeds off dead plants and animals
decomposer	living organism that takes non-living matter and uses it to produce food (energy) for itself with surplus for other living organisms
consumer	series of steps by which energy is obtained, used, and changed by living organisms

2. Put the following 11 living organisms into their proper categories.

Hedgehog, dogs, ants, mushrooms, deer, chickens, grass, flowers, carrots, bears, worms

Producers	Consumers	Decomposers

3. Make your 2 food chains using the names of Latvian animals. Your food chain should include at least 4 organisms. Use A-4 paper and pictures of animals.

The sun grass grasshopper frog heron