

Master's Dissertation/

**A DIDACTIC PROPOSAL ON CLIL
AND MULTIPLE INTELLIGENCES
IN 5TH PRIMARY EDUCATION**

**ATTENDING LEARNERS' MULTIPLE INTELLIGENCES
THROUGH CLIL**

Student: GARCÍA VAQUERO, ROBERT

Supervisor: Dr. Alberto Fernández Costales

Department: English Philology

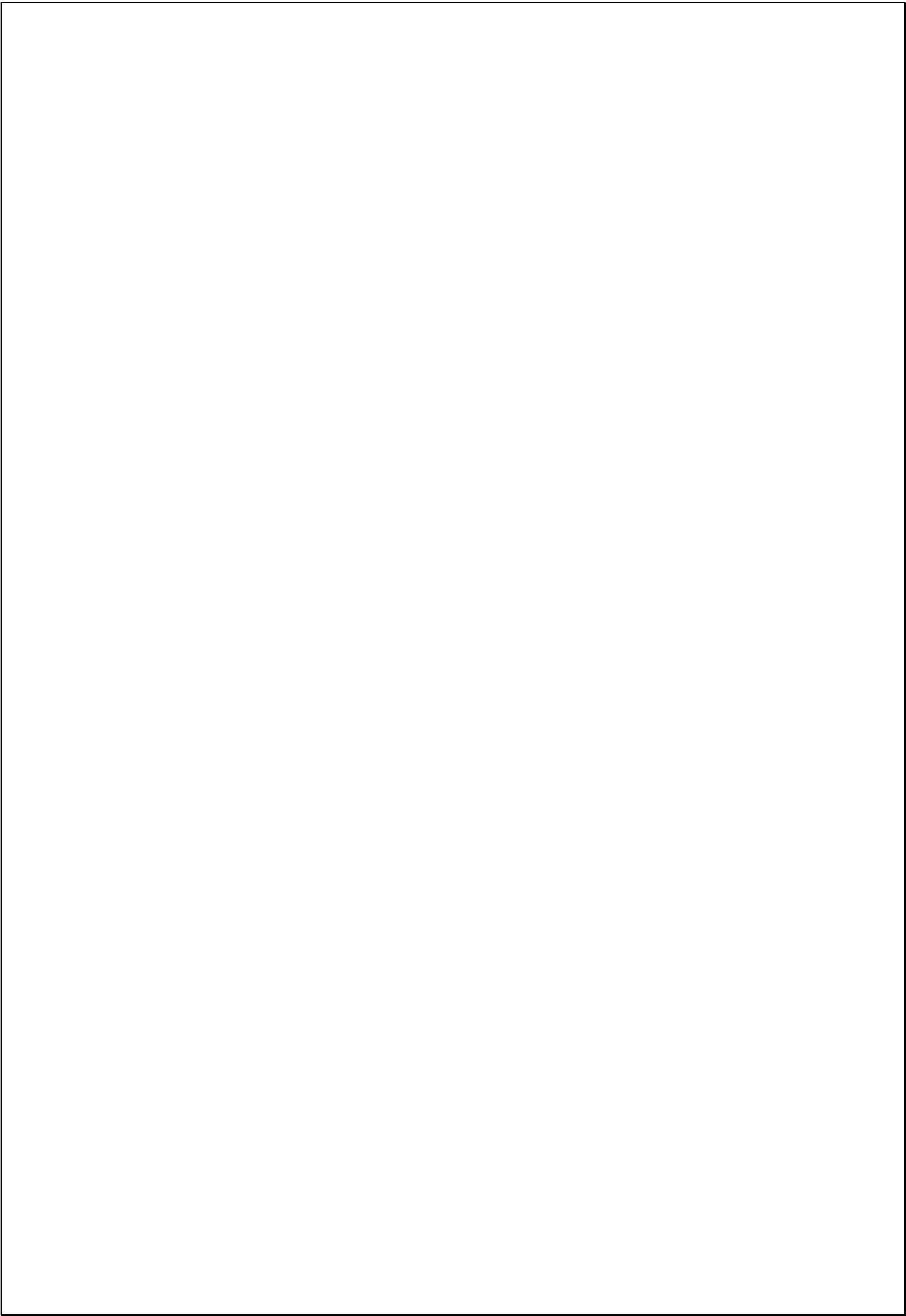


TABLE OF CONTENTS

1. INTRODUCTION AND RATIONALE	1
2. OBJECTIVES	2
3. THEORETICAL FRAMEWORK.....	3
3.1. Second language acquisition	3
3.2. CLIL as a teaching methodology	5
3.2.1. Advantages and disadvantages of CLIL methodology in Primary.....	6
3.2.2. CLIL in Spain	10
3.3. Multiple intelligences.....	15
3.3.1. Advantages and disadvantages of using multiple intelligences.....	17
3.3.2. Attending multiple intelligences in the classroom	18
3.4. CLIL & multiple intelligences	19
4. TEACHING PROPOSAL: REPRESENTING EARTH.....	21
4.1. INTRODUCTION	21
4.2. CONTEXTUALIZATION.....	22
4.3. KEY COMPETENCES.....	22
4.4. CONTENTS	23
4.5. CROSS-CURRICULAR ELEMENTS	24
4.6. LEARNING OBJECTIVES	25
4.6.1. GENERAL OBJECTIVES	25
4.6.2. SPECIFIC OBJECTIVES	26
4.7. METHODOLOGY & TIMING	27
4.8. DIDACTIC PROPOSAL	29
4.9. INITIAL ASSESSMENT	39
4.10. ASSESSMENT CRITERIA.....	39
4.11. RESOURCES AND MATERIALS.....	41

4.12. ATTENTION TO DIVERSITY	41
4.13. TEACHER ASSESSMENT	41
5. CONCLUSIONS.....	43
6. BIBLIOGRAPHY.....	45
6.1. ACADEMIC TEXTS.....	45
6.2. LEGAL TEXTS	50
APPENDIX 1: MI SURVEY.....	51
WORKSHEETS FOR BLOCK 1	56
APPENDIX 2: SPHERES OF THE EARTH VOCABULARY	57
APPENDIX 3: WORKSHEET FOR GROUP 1	60
APPENDIX 4: WORKSHEET FOR GROUP 2	66
APPENDIX 5: WORKSHEET FOR GROUP 3	68
APPENDIX 6: WORKSHEET FOR GROUP 4	71
APPENDIX 7: MAKE A GEOSPHERE INSTRUCTIONS.....	73
WORKSHEETS FOR BLOCK 2	74
APPENDIX 8: WEATHER VOCABULARY.....	75
APPENDIX 9: WORKSHEET FOR GROUP 1	77
APPENDIX 10: WORKSHEET FOR GROUP 2	78
APPENDIX 11: WEATHER FLASHCARDS	80
APPENDIX 12: WORKSHEET FOR GROUP 3	81
APPENDIX 13: WORKSHEET FOR GROUP 4	81
APPENDIX 14: WEATHER IN SPAIN	84
WORKSHEETS FOR BLOCK 3	89
APPENDIX 15: CLIMATE VOCABULARY & PREVIOUS KNOWLEDGE	90
APPENDIX 16: WORKSHEET FOR GROUP 1	93

APPENDIX 17: WORKSHEET FOR GROUP 2	95
APPENDIX 18: WORKSHEET FOR GROUP 3	97
APPENDIX 19: WORKSHEET FOR GROUP 4	100
APPENDIX 20: BLANK MAP OF SPAIN.....	102
ASSESSMENT & RUBRICS.....	103
APPENDIX 21: ASSESSMENT CRITERIA.....	104
APPENDIX 22: ASSESSMENT RUBRIC BLOCK 1	107
APPENDIX 23: ASSESSMENT RUBRIC BLOCK 2	108
APPENDIX 24: ASSESSMENT RUBRIC BLOCK 3.....	109
APPENDIX 25: FINAL TEST	110
ATTENTION TO DIVERSITY.....	113
APPENDIX 26: GLOSSARY BLOCK 1.....	114
APPENDIX 27: GLOSSARY BLOCK 2.....	115
APPENDIX 28: GLOSSARY BLOCK 3.....	117

TABLES AND FIGURES

TABLE 1. ENGLISH LEVEL INDIVIDUAL ASSESSMENT OF EUROPEAN POPULATION ACCORDING TO THE EUROSTAT (2007)	11
TABLE 2. LEVELS IN THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES. ...	13
TABLE 3. THE DIFFERENT MULTIPLE INTELLIGENCES AS DEFINED IN GARDNER (1992).	16

A DIDACTIC PROPOSAL ON CLIL AND MULTIPLE INTELLIGENCES IN 5TH PRIMARY: ATTENDING LEARNERS' MULTIPLE INTELLIGENCES THROUGH CLIL

ROBERT GARCÍA VAQUERO

Universidad de Jaén

ABSTRACT

This Master's dissertation reflects on the feasibility of Content and Language Integrated Learning (CLIL) as a methodology that can be used to developing second language learning, as well as promoting learners' multiple intelligences. To do this, the present document analyses the way second language is acquired, how does CLIL improve this acquisition process, and the role that the Multiple Intelligences' (MI) theory plays in this procedure. This end of Master's Dissertation will develop a didactic proposal that will enhance learners' English level while acquiring content knowledge through their desired intelligence(s). Several factors will be considered to develop CLIL through the MI theory, such as teachers' foreign language level and providing students with the right linguistic tools. There will also be a need to reconsider the distribution of hours of the foreign language within the Spanish curriculum, including proposals for its improvement.

Key words: CLIL, Multiple Intelligences, Didactic Proposal, Second language acquisition.

RESUMEN

Este Trabajo de Fin de Máster reflexiona sobre la aplicación de la metodología Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) como forma de desarrollar el aprendizaje de una segunda lengua, así como desarrollar las inteligencias múltiples del educando. Para conseguirlo, analiza la forma en que se adquiere una segunda lengua, la manera en la que la metodología AICLE mejora este proceso de adquisición y el papel que juega la teoría de las Inteligencias Múltiples en este procedimiento. Será, pues, el objetivo de este TFM, determinar una manera de adaptar el proceso de aprendizaje de contenidos y lenguas extranjeras a cada tipo de inteligencia que presenten sus estudiantes para incrementar la probabilidad de éxito de dicho proceso. Se considerarán varios factores para desarrollar AICLE a través de la teoría de las Inteligencias múltiples, como la competencia lingüística en la lengua extranjera del profesorado y aportar a los estudiantes las herramientas lingüísticas adecuadas. Además, analizaremos la distribución horaria dedicada a la lengua e1Qxtranjera en el currículum español y se incluirán propuestas para su mejora.

Palabras clave: AICLE, Inteligencias Múltiples, Propuesta Didáctica, segunda lengua.

1. INTRODUCTION AND RATIONALE

The present Masters' thesis focuses on CLIL as a methodology that aims at developing both content and a foreign language within the curriculum and to attend the Multiple Intelligence (MI) theory developed by Gardner (1983) as a way of presenting content to learners according to their preferred intelligence. Research is the process in which answers are sought to questions about different phenomena that occur in our lives (Seliger & Shohamy, 1989). For this reason, the question this dissertation will be seeking to answer is: can CLIL's capacity of teaching students a foreign language be improved by attending learners' different intelligences?

CLIL has been proved to increase learners' second language competence in every parameter: oral and written production and comprehension (Fernández, 2014). The effectiveness of this methodology has allowed "the Council of Europe [to include] CLIL projects in its medium-term programmes due to the interest in developing the plurilingual competence of their citizens" (Dalton-Puffer, 2007, pp.1-2; in Banegas, 2012, p.117). However, it has also been proved that, in some occasions (as we will analyse in the following pages), the knowledge of the content can be compromised depending on the learner. In this context, the MI theory can serve as an aid for CLIL when referring to content learning, as this theory developed by Gardner (1983) is a way of presenting and working the content through the learner's preferred intelligence(s). By combining CLIL and the MI theory students will: (1) enhance their foreign language acquisition by benefitting from the principles CLIL incorporates in its methodology and (2) acquire content more efficiently by attending each learner's preferred intelligence and improving content comprehension.

The first section of this dissertation includes a theoretical framework in which CLIL will be deeply analysed, pointing out its strong points and weaknesses within the Spanish educational system. This methodology wants to improve foreign language acquisition within an already overflowing curriculum which has no time to include extra hours of the foreign language. The best-known foreign language in Spain is English (Eurostat, 2007). For this reason, whenever Spain is mentioned, English will be the referred foreign language. In order to analyse in what ways can the MI theory can benefit CLIL's implementation, an introspection on the MI theory has also been conducted.

The second section of the Dissertation includes a didactic proposal that focuses on 5th year of Primary Education in Spain (10/11-year-olds) and will serve as a possible way of carrying out a lesson plan by attending the MI intelligences through the implementation of CLIL as the leading methodology.

2. OBJECTIVES

This dissertation will be focusing on CLIL and Multiple Intelligences to pursue one main goal: the examination of the possible insights that the MI theory can bring into Content and Language Integrated Learning through a teaching proposal that will focused on the didactic possibilities of MI in combination with CLIL.

The didactic proposal will be carried out in 5th Primary Education in the subject of natural science. Spain does not have a centralised educational system, instead, each of the 17 Autonomous Communities have authority to adapt their curriculum to the needs of each Community. For this reason, CLIL can adopt different forms in Spain, being categorized mainly into two different types: CLIL in monolingual and in bilingual Communities (Coyle, 2010). In this case, I will be focusing on Valencia as a bilingual Community in which, “the existence of two co-official languages and the ever-increasing presence of the foreign language are leading to some linguistic friction” (Lasagabaster, 2011, p.6). In his study, Lasagabaster (p.6) refers to the Basque Country, as an example of another bilingual Community in Spain. He uses the words of Osa (2003) to claim “that the early presence of English can exert a negative influence on Basque command, as Basque (the minority language) will have less space in the curriculum”. This is a very similar situation to what we can find in Valencia.

The regulation that specifies everything having to do with linguistic regulation in Valencia is the Law 4/2018, 21st February, by which plurilingual education in the Valencian education system is regulated and promoted. In relation to English, this law states that “once post-compulsory education is finished (not university), the level of Spanish and Valencian should be a B2, and an A2 in the foreign language”. However, this low level of demand is in proportion to the number of hours students have of English across the curriculum:

- In Pre-school, Secondary education, and Baccalaureate: A minimum of a 10% of the total curriculum hours and a maximum of a 25%.
- In Primary education: A minimum of 15% of the total curriculum hours and a maximum of 25%.

Nevertheless, there is no specification on what subjects these hours should be included in, for each school has freedom to choose in what content subject to use English in. It is for this reason that this Dissertation will focus on Social Science as the subject the didactic proposal will be designed for, although it cannot surpass the maximum established hours of English.

3. THEORETICAL FRAMEWORK

Content and Language Integrated Learning (CLIL) is a methodology that aims at the simultaneous learning of content and language. This teaching methodology emerged as a response “to increase students’ foreign language proficiency without it taking up additional time in an already crammed curriculum” (Lasagabaster & Sierra, 2010, p.367). According to Caraker (2016, p.24), “foreign language”, refers to “a language which is not used for communication within a specific context”.

However, when referring to content and language learning, we must also refer to the way this learning process is developed. This is when Gardener’s theory of Multiple Intelligences proves to be really helpful, as it is a way of challenging “an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning”. It is, for this reason, that he states that “students learn in ways that are identifiably distinctive” (Gardner, 1992, p.56).

In the following section we reflect on how do learners acquire a foreign language how does CLIL methodology respond to this language acquisition process, and the role multiple intelligences play in this process.

3.1. Second language acquisition

This section is devoted to second language acquisition. We will start by establishing the difference between second language acquisition and language learning. In this context, there is a major difference between them, just as Krashen (1982, p.14) explained:

“language acquisition [follows] a process similar [...] to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers [...] are only aware of the fact that they are using the language for communication. [...] We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a “feel” for correctness”.

We must bear in mind that this author “built on Chomsky’s notion of competence in postulating his model of second language acquisition”, as quoted by Conteh-Morgan (2002, p.192). Krashen based his theory of language acquisition on Chomsky’s research, who was an innatist. According to innatists, “children do not simply mimic the sounds they hear when learning a language. Instead, they piece together the grammar of the language as they go through the natural developmental process” (Conteh-Morgan, 2002, p.192).

This way of appreciating the process of acquiring a language also corresponds to the “Naturalistic approach” which defends the idea that “language and communication skills should be taught in the child’s natural environment and in conversational contexts” (Warren & Kaiser, 1986, p.291). Krashen was, therefore, also a naturalist when it comes to language acquisition, which is a similar principle that CLIL follows, as we will analyse in the following sections.

However, there is an important differentiation between these two authors. While Chomsky states “that all humans are born with a language acquisition device (LAD) [...] [and it] is turned off once the critical period for language learning has passed” (Conteh-Morgan, 2002, p.192), Krashen (1982, p.14) quotes that “adults also acquire [a second language], that the ability to pick-up languages does not disappear at puberty”, meaning “that adults can access the same natural *language acquisition device* that children use”.

To continue with the distinction between acquisition and learning, Krashen (1982, p.14) proceeds his explanation quoting that learning refers “to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them”. Krashen’s acquisition-learning theory is very similar to Chomsky’s linguistic competence and performance of a language. Whereas the linguistic competence refers to “the knowledge of the underlying system of grammatical rules”, and therefore associates with language learning; the performance is “the over manifestation of the rules through communication”, which would associate with language acquisition (Conteh-Morgan, 2002, p.192).

In this context, a further theory must be analysed: The Interactionist Theory. This is because CLIL aims at developing the communicative approach of second language acquisition. In this line, Interactionists suggest “that the process of interaction provides good impetus for acquisition”. The idea is basically sustained on negotiating meaning through conversations as a way of building up language (Chapelle, 2006). This theory’s relation with the aforementioned theories of language acquisition is set by Dell Hymes (1972), as quoted by Conteh-Morgan (2002, p.193), who thought that through interaction and communication, “learners gain language proficiency”, adding that “knowing the grammatical rules of a language is not enough because it does not necessarily translate into the ability to communicate effectively”.

In this context, CLIL has become a way of incorporating second language acquisition in a curriculum that is already packed with hours of content subjects, allowing space for interaction between the members of the classroom. This allows learners to use the language in an authentic way. Just as Muñoz (2007, p.18) quotes, “it [language] has to be authentic, to guarantee that it can be used to a communicative end, and it also has to be varied, to guarantee that it can be used in different contexts”. CLIL, therefore, gives an opportunity to interact with

the second language within the content subject, allowing our LAD to activate and, therefore, attain what Chomsky referred to as language performance, and Krashen referred to as language acquisition.

CLIL is based on the principle that language learning does not have to focus on form to be successful. However, some authors believe that this is not entirely true. Muñoz (2007, p.23) states that there is beginning to be a tendency towards the improvement of language form in CLIL:

“these days CLIL classes are influenced by the move towards a focus on form [...]. The need to focus on form arose from the evidence that a large amount of exposure to comprehensible input and the processing of that input for communicative purposes is not enough to guarantee complete learning as far as accuracy is concerned”.

Yet, this is not quite clear, as other authors, such as Lasagabaster & Sierra (2010, p.370), defend the idea that CLIL shares some principles with immersion models, being one of their similarities that “the objective is to obtain effective communication”, for it is based on the communicative approach. Attending the words of Ellis (1996, p.214),

“the instrumental aim of a communicative approach is to produce students who can communicate both orally and in writing with native speakers in a way appropriate to their mutual needs. [...] Although pronunciation, grammar, and spelling play an important part in language teaching, these forms in themselves are regarded as meaningless”.

This tells us that, although form (pronunciation, grammar, and spelling) is important in language teaching, it does not seem to be necessary for someone to use a language and being understood, giving priority to the outreach of the message itself and not to the way this message is produced.

3.2. CLIL as a teaching methodology

CLIL can be described “as an educational approach where curricular content is taught through the medium of a foreign language, typically to students participating in some form of mainstream education at the primary, secondary, or tertiary level” (Dalton-Puffer, 2011, p.183). This methodology is a “descendent of the Canadian immersion programmes and the North American content-based language teaching programmes, and strongly based on the linguistic necessities of the European Union” (Muñoz, 2007, p.17). Yet, CLIL has one major disadvantage

in relation to immersion programmes, although is not something that CLIL can chose to change. It is the fact that the language used in CLIL does not correspond with any of the local languages. Just as quoted by Lasagabaster & Sierra (2010, p.370)¹, “the languages of instruction for CLIL programmes are foreign languages and many of the students only have contact with them in formal instruction contexts”. This becomes a disadvantage because the learning of a language is fundamentally a social activity, in which interaction becomes an essential part in the learning of phonemes and words (Costa & Baus, 2015).

Just as established by Coyle, Hood & Marsh (2010, p.4), “there are four guiding principles upon which a CLIL programme can be built”. These are what we know as the 4Cs: content, communication, cognition, and culture. Within the framework of these 4 principles, we will seek to ensure the quality of our bilingual education. Just as the previous authors establish (p.4), these 4Cs are important because:

- “Content is the subject or the project theme”. Without content there would be no knowledge, skills or understanding to acquire.
- “Communication goes beyond the grammar system”. This principle aims at developing language to learn and learning to develop language, following the principles of the previously explained communicative approach.
- Cognition, as a way of challenging “learners to think and review and engage in higher order thinking skills”, just as established in Blooms taxonomy, which “is a multi-tiered model of classifying thinking according to six cognitive levels of complexity” (Forehand, 2010, p.2).
- Culture, to “foster international understanding” by studying in a foreign language. It helps discover self-culture and to develop a pluricultural citizenship.

3.2.1. Advantages and disadvantages of CLIL in Primary Education

Before analysing the pros and cons of CLIL methodology, we must first have a look at the learning outcomes in relation to the results obtained in the foreign language by those who study following a CLIL methodology, in comparison with those that do not. Many “studies concur that CLIL students’ receptive and productive lexicon is larger overall, contains more words from lower frequency bands, has a wider stylistic range, and is used more appropriately”

¹ See Lasagabaster & Sierra (2010) for more similarities and differences between CLIL and immersion programmes.

(Jexenflicker & Dalton-Puffer, 2010; Lo & Murphy, 2010; Ruiz de Zarobe, 2010; Zydatið, 2007; as cited in Dalton-Puffer, 2011, p.186).

In regards to writing skills, some studies claim the following:

“CLIL students had at their disposal a wider range [...] of lexical [and] morphosyntactic resources, which they deployed in more elaborate and more complex structures. [...] CLIL students also show a higher degree of accuracy [...] also in spelling” (Dalton-Puffer, 2011, p.186).

All these studies prove that, overall, there is a higher level of the foreign language amongst students operating under CLIL methodology than those who do not. We must remark that CLIL aims at developing oral production and understanding above other skills. In this context, studies such as those conducted by Admiraal, Westhoff, & De Bot (2006), show that CLIL learners have a much better level of language in oral production occurred spontaneously. This information is complemented by Dalton-Puffer et al. (2008), who, after conducting student interviews, reached the conclusion that CLIL learners “consistently mentioned greater fluency and speaking confidence”. Language fluency, production, and understanding is crucial in CLIL, as learners cannot access the information of the content subjects without having the linguistic level to do so. In this sense, “the challenge of working on the oral production of learners can be easily taken on in CLIL by including tasks that require oral presentations that have been prepared by individual learners or in a group, paying attention to accuracy and appropriateness” (Muñoz, 2007, p.24).

In terms of language learning around Europe, it has been “shown time and again that all resources and school time invested in language learning have not delivered the goods in many contexts. Eurobarometers showed facts [in which half of the] students taking language [lessons] ended school with some competence” (Lorenzo, 2007, p.29). For this reason, by implementing CLIL as a way of solving this problem, students will increase their language competence.

Learners who opt for studying under CLIL methodology gain a better foreign language proficiency. Nevertheless, CLIL aims at developing both language and content, for there must also be an analysis comparing the content that students obtain by studying in their mother tongue or studying in the foreign language. In the “Máster Universitario en Enseñanza Bilingüe y Aprendizaje Integrado de Contenidos y Lenguas Extranjeras” we have studied that Madrid

(2011)² came up with a series of results that compared students who study in their mother tongue and those who do not. He concluded that CLIL students do not attain worse results as a consequence of being taught in a foreign language. This might be because, as defended by Vollmer et al. (2006), as cited in Dalton-Puffer (2011, p.188), “CLIL students work more persistently on tasks and show a higher tolerance of frustration [...] [as] linguistic problems [...] often prompted intensified mental construction activity, resulting in deeper semantic processing and better understanding of curricular concepts”.

However, Madrid (2011) made a really interesting discovery. He claims that some students will always be behind as a result of not reaching the needed cognitive or skill levels in the language required to access the information, therefore, their performance will be lower due to a limited vocabulary and lack of skills in the foreign language. This is also accurate with the findings of Graham et al. (2018, p.22), who believe that, due to the cognitive overload required when combining new content with new language, “students need both the prerequisite content background knowledge as well as sufficient language ability in order for their cognitive resources to be focused on the learning objectives of the class”. This allows us to think that only those students with a high level and competence in English will be able to succeed when using CLIL as a methodology of instruction.

Nevertheless, the same way there are studies that relate to defending CLIL as a methodology in which content is not affected, there are other studies that do not share this idea. Dalton-Puffer (2011, p.188) states that “one shared observation [amongst researchers who believe that studying in a foreign language does affect the learning outcome of the content subjects] seems to be reduced active student participation in the classroom, which may lead to less learning”. Other authors, such as Piesche et al. (2016), as cited in Graham et al. (2018, p.22), believe that, “by introducing both content and language simultaneously, students could potentially find their focus split between trying to understand content and comprehend language”.

A study conducted by Graham et al. (2018) reviewed the content outcomes of over 25 empirical studies coming from different countries that followed the following requirements: “(1) the course instructional language was English and the majority of the population’s L1 was not English (i.e., EFL setting); (2) it was designated/entitled/described as teaching content through English; and (3) it directly measured students’ learning outcomes in CBI and non-CBI

² For more information, see: Madrid, D. 2011. “Monolingual and bilingual students’ competence in Social Sciences” in Madrid, D. & S. Hughes (Eds.), pp. 195-222.

settings”. Findings having to do with the acquisition of content were that “in some cognitively challenging disciplines, such as physics, [it] seems to have a negative effect on students’ acquisition of content, particularly for students with little background knowledge or limited English proficiency”. With this, these authors concluded that this type of methodology “might be more suitable for higher level students while L1 instruction may be more beneficial for low-achieving students”.

With these findings on the table, in regards of foreign language acquisition, most studies agree that the vast majority of students enrolled under CLIL methodology acquire a more competent level than those that do not. Just as quoted by Graham et al. (2018, p.30) following Krashen’s (1985) theory states that “the input hypothesis requires two conditions for language acquisition to occur: (1) a lot of language input, and (2) input that does not exceed one level higher than the learner’s current language level”. In this case, CLIL meets both, as it gives an opportunity to students to receive a lot input in the foreign language and, secondly, as the incorporation of language and content is progressive, students build up their language step by step, being one step behind than what is being taught (Krashen’s “ i (input)+1”)³.

However, according to prior research focusing on the outcome of content acquisition in CLIL, it seems that only those students who already possess a good background knowledge of the foreign language will be able to perform equally (or in some cases outperform) their peers studying in their mother tongue. This would explain that, as observed in the study carried out by Graham et al. (2018, p.30), most of the research that they reviewed “were elective programmes that may naturally attract students with higher aptitudes or motivation toward foreign language learning”. However, they also conclude by stating that “lower-level L2 students should not, at this point, be denied access to [these types of] courses based on some partially supported research evidence [...] [as there are] contradictory findings”.

After this analysis, there is no doubt that CLIL can prove to be effective in order to develop foreign language learning in Primary education. Language learning does not only include the acquisition and incorporation of linguistic aspects to our knowledge, but instead, just as quoted by Mayer (2002, p.226) “two of the most important educational goals are to promote retention and to promote transfer (which, when it occurs, it indicates meaningful learning)”. While retention “requires [...] students [to] remember what they have learned, [...] transfer requires students [...] to make sense of and be able to use what they have learned”.

³ For more information please read Krashen, S. (1992). The input hypothesis: An update. *Linguistics and language pedagogy: The state of the art*, 409-431.

CLIL's objective is precisely to incorporate in language acquisition the process of transfer. By making students use the language, they are immediately learning it in a given context (the content subject), and meaningful learning takes place, as students are required to remember the language in order to access the content.

3.2.2. CLIL in Spain

The learning curriculum is slowly increasing the presence of English in Spain, although it is still not enough to succeed in the language when learners leave schools. In Spain, each Autonomous Community organises and distributes the presence of English in the curriculum, just as established by the Spanish Education Organic Law 2/2006 (LOE), in its article "6 bis. Distribución de competencias". This article states that the education Administrations will be able to "establish the work schedule corresponding to the content of the core subjects" (where we find English).

Just to set an example, looking into the law 4/2018 of the Valencian Community, "in the entirety of the compulsory education period, [hours taught in English] can vary between 15% and 25% of the total teaching hours". However, this is just in Primary education, when looking at Preschool or Secondary education, the percentage is brought down to a 10%.

There is no doubt that English is becoming, if it has not already, the language everyone uses to communicate globally. "Globalization has assured that approximately 25% of the world's population uses English in some capacity" (Crystal, 2003; as cited in Caraker, 2016, p.23). "In 2001, the EU's statistical unit Eurostat found that more than 90% of pupils in secondary schools in the EU study English, most of them as their first language" (Pilos, 2001; Hoffmann, 2000; as cited in Seidlhofer, Breiteneder & Pitzl, 2006, p.4). In this context, English has established itself as a requisite for future generations, which means the Spanish education system should aim at developing the foreign language linguistic competence amongst its learners within the years of compulsory education. Spain has readjusted its education policies and has become "among the European countries in which English is taught earliest in their education" (Caraker, 2016, p.27). However, quantity does not imply quality. In a study conveyed by the Eurostat, the statistical office of the European Union (139/2010), they concluded that over 98% of the Spanish population study a foreign language in Primary education. Yet, results do not seem to backup this outstanding percentage. In the following table, adapted from the information provided by the Eurostat itself (2007), we can appreciate how adults aged between 25 and 64 years old evaluate their level of English:

Self-perceived skill levels in best known foreign language among adults aged 25-64, 2007 (%)

	Proficient	Good	Fair / Basic	None known	Best known foreign language
EU*	13.3	15.9	29.6	38.3	English
Spain	15.6	14.2	23.2	46.6	English

Source: Adult Education Survey

The rates might not add up to 100% due to “non response”.

* EU average based on available Member States

Table 1. English level individual assessment of European population according to the Eurostat (2007)

As observed, Spain is far from the desired results, with just a 15.6% of the population considered themselves proficient in English, and a 14.2% of the population considered themselves good, in comparison with the worrying 46.6% of the population who have no knowledge of the language. This shows us that it is not the amount of English, but the way it is implemented in the classroom. In this context, Caraker (2016, p.32), using the words of Europa (2012) quotes

“that less than 19% of Spaniards speak any foreign language, although Spain is the country in Europe where English is introduced earliest in the curriculum. The length of teacher education in Spain is also among the longest in Europe. Thus [...] the proficiency of the citizenry does not reflect such emphasis”.

In this context, CLIL can prove to be really helpful as a way of teaching content subjects through an additional language in Spain. In fact, this country “has become one of the European leaders in the development of CLIL” (Caraker, 2016, p.27). As an example, this same author quotes that in the Community of Madrid alone, “more than 300 Primary and Secondary schools offer subjects through English as a foreign language”. Although, in comparison with the Valencian Community, Madrid increases the percentage of total hours taught in English throughout the curriculum to a maximum of 50%, which allows CLIL more space for improvement.

Spain is a complex country in terms of linguistic policies, as some Communities have more than one official language (the Basque Country, Catalonia, Galicia, the Valencian Community and the Balearic Islands). This causes CLIL models to adjust to each Community’s needs, differentiating between two types of CLIL models: Those who operate in monolingual communities and those who operate in bilingual communities (Coyle, 2010).

Lasagabaster (2011, p.7) mentions in his work a research carried out by Egiguren (2006), in which he compared “the early implementation of an EFL approach with CLIL groups in the Basque Country. [...] He compared two groups of students, the first one made up of

students who started to learn English at the age of four, and the second one at eight [the latter was following CLIL methodology]. [...] In this case, no differences were found when the participants' proficiency in English was compared at the age of 10". This shows us that implementing the foreign language at an earlier age does not necessarily mean increasing students' capacity, instead, it is the way this foreign language is taught.

3.2.2.1.First steps towards CLIL implementation in Spain

In a study carried out by Caraker (2016, p.28), a number of foreign language teachers in Spain were interviewed in regards of their "perceptions and attitudes about the role of English and English education in Spain". The alarming fact was that only 24% of the teachers thought that "public language education is effective, and no one strongly agreed with this statement". This shows us that there is a lack of confidence on foreign language outcome in Spain, even among those who provide learners with the service.

Another point from this study was that "48% felt that the teaching methods used in English classes in elementary and secondary schools are effective", and "93% agreed or strongly agreed that teaching methods need to be improved". With these results on the table, the first steps we need in order to improve the quality of foreign language education in Spain are (1) an improvement of teacher training that allows teachers to provide a higher English quality and (2) a change of the methodology that is being used to do so (which will include CLIL and which has been explained in the aforementioned sections).

Attending teacher training, when looking at the Spanish Royal Decree 1594/2011, regulated in the Organic Law of Education 2/2006, in its second additional arrangement, states that, in order for teachers to teach a foreign language, they must, at least, certify to have a B2 level of the CEFR.

In the following table, which has been extracted from the Council of Europe (2001) in regards to the different levels of language acquisition, we can observe that a B2 level is good, but not sufficient. By comparing the B2 and C2 levels we find several differences that can make a difference on the quality of foreign language education. The first difference is made in regards of written comprehension: with a B2 level, a person "can understand the main ideas" of what he/she hears, while the C2 level can "understand virtually everything"; there is even a great difference when comparing it to a person with a C1 level, who can "understand a wide range of demanding, longer texts, and recognise implicit meaning". This shows us that someone with a B2 level lets pass a great amount of information that is not being transmitted to the learners.

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2. Levels in the Common European Framework of Reference for Languages.

The second difference is made on oral production and comprehension: those with a B2 level “can interact with a degree of fluency and spontaneity”. The key word in this sentence is to know what “degree” stands for. According to the dictionary, degree is “an amount or level of something”, which does not solve our doubt, as the sentence does not specify what “amount” or “level” of the language the person must have to obtain the B2. However, by comparing it to the linguistics used to describe the C1 we do see a difference. People with a C1 level “can express [themselves] fluently and spontaneously without much obvious searching for expressions”. In the latter case, we can appreciate that there is no “obvious searching” for words or expression in order to communicate, which tells us that in the previous level (B2) there is, which can interfere with fluency and, therefore, generate doubt towards the learners who will not feel sure about their use of the language. If comparing it to people with a C2 level, which is “native-like”, there is even a bigger difference, as they can “express [themselves] spontaneously, very fluently and precisely” in both, oral and written production.

The final difference is made on written production: Having a B2 means a person “can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue”. Written production is more developed than the rest of linguistic competences in teachers who have a B2 level. We can observe how this level means to be able to “produce clear, detailed text” and to “explain a viewpoint”, meaning people can picture a situation and express their ideas about it, without the fear of not being understood. Yet, we must bear in mind that we are looking to implement CLIL as a methodology, which means having a good written production is not enough, as this methodology is based on the communicative approach, which means teachers must have a proficient use of oral comprehension and production.

The question remains, is a B2 level of a foreign language good enough to teach this language? It is certainly a good level but, in order to learn a language from someone, this person needs to master it completely. In other words, if foreign language teachers are not required to have a higher level of the language they are teaching, we cannot expect our learners to develop a proficient knowledge of the language themselves. To set an example, as established in the Royal Decree 1594/2011, to access the speciality to become a foreign language teacher at University, students must be in possession of a B2 level of English. As we have analysed, the level required to finish the degree to become a foreign language teacher should be higher if we want to start to improve the quality of the English level among the Spanish society.

In agreement to what has just been said, we are witnessing a change in the Valencian Community, as the Law 4/2018, 21st February, all teachers will be required to have a C1 level of language competence to teach a subject in English in the academic year 2026-2027, until then, “it is considered [that teachers] count with the sufficient competence to teach a subject in English if they prove to have a B2 knowledge of the language, according with the Common European Framework of Reference for Languages”. This change is, therefore, the first step towards the improvement of the quality of foreign language teaching in Spain.

3.3. Multiple intelligences

This theory wants to break with the established idea of how the educational system approaches its learners. Just as quoted by Carla Lane, as cited in Gardner (1992, p.2), this theory aims at challenging “an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning”. This same author also states that “our educational system is heavily biased toward linguistic models of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well”. According to this point of view, it could be interesting to take into consideration learners’ different learning styles to use CLIL accordingly and become more successful in regards of the teaching of the content and of the foreign language.

In this context, we must understand what we refer to when we mention “intelligence”. Several authors have defined what this abstract concept is (Weinberg, 1989; Piaget, 2003; Taylor, 1990). However, we will be focusing on the definition proposed by who is known as the father of multiple intelligences, Howard Gardner. Gardner (1992, p.5) defines an intelligence as “the capacity to do something useful and valued in society, the ability to respond successfully to new situations and to learn from past experiences and the ability to resolve problems encountered in life”. However, “these and other factors led Gardner to a conceptualization of human intellect that was more capacious, [...] realizing that he was stretching the word intelligence beyond its customary application in educational psychology” (Gardner & Hatch, 1989, p.5). He believed that, within each person, there are “relatively autonomous intelligences”, which lead him to come up with the theory of Multiple Intelligences (MI) in 1983. In the following table we can observe the different type of intelligences together with their definition:

Linguistic Intelligence	Allows individuals to communicate and make sense of the world through language. Poets exemplify this intelligence in its mature form. Students who enjoy playing with rhymes, who pun, who always have a story to tell, who quickly acquire other languages—including sign language—all exhibit linguistic intelligence.
--------------------------------	--

Logical-Mathematical Intelligence	Enables individuals to use and appreciate abstract relations. Scientists, mathematicians, and philosophers all rely on this intelligence.
Musical Intelligence	Allows people to create, communicate, and understand meanings made out of sound. Composers and instrumentalists clearly exhibit this intelligence.
Visual Intelligence	Makes it possible for people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Well-developed spatial capacities are needed for the work of architects, sculptors, and engineers. The students who turn first to the graphs, charts, and pictures in their textbook, who like to “web” their ideas before writing a paper, and who fill the blank space around their notes with intricate patterns are also using their spatial intelligence. While usually tied to the visual modality, spatial intelligence can also be exercised to a high level by individuals who are visually impaired.
Bodily-Kinaesthetic Intelligence	Allows individuals to use all or part of the body to create products or solve problems. Athletes, surgeons, dancers, choreographers, and crafts people all use bodily-kinaesthetic intelligence. The capacity is also evident in students who relish gym class and school dances, who prefer to carry out school projects by making models rather than writing reports, and who toss crumbled paper with frequency and accuracy into wastebaskets across the room.
Interpersonal Intelligence	Capacities to discern and respond appropriately to the moods, temperaments motivations, and desires of other people.
Naturalistic intelligence	Helps to recognize and categorize plants, animals and other objects in nature.
Intrapersonal Intelligence	Is geared towards understanding one's own interests, goals. These learners tend to shy away from others. They're in tune with their inner feelings; they have wisdom, intuition and motivation, as well as a strong will, confidence and opinions. They can be taught through independent study and introspection. Tools include books, creative materials, diaries, privacy and time. They are the most independent of the learners.

Table 3. The different Multiple Intelligences as defined in Gardner (1992).

Although there are 8 intelligences shown in the table, Gardner (1999) suggested the appearance of a new intelligence: existential intelligence, “that captures at least part of what individuals mean when they speak of spiritual concerns” (Gardner, 2000, p.30). In this context, the question remains, if each person has some intelligences more developed than others, why does the educational system still focus on developing and assessing a reduced number of them, which are usually the same for every learner? Gardner and Hatch (1989, p.5) might have an answer to this question. It is believed that in a school context,

“problem solving is recognized as a crucial component”, however, we are not considering “the ability to fashion a product – to write a symphony, execute a painting, stage a play, build up and manage an organization, carry out an experiment – [...] presumably because the aforementioned capacities cannot be probed adequately in short-answer tests”.

In other words, we are not approaching our learners the way they need because of the incapability of looking for other ways of assessment that do not simply measure knowledge in quantity, because, as we well know, traditional paper-and-pencil tests have an inherent bias toward linguistic and logical skills (Gardner & Hatch, 1989). In the following section of this Dissertation we will look at the advantages we are missing out by not including the MI in our educational system, as well as the possible difficulties we might encounter.

3.3.1. Advantages and disadvantages of multiple intelligences

Firstly, we must approach the theory of MI from its ground-breaking perspective: adapting the learning process to each person’s needs. It is interesting to know that, throughout the years, myths arise from set ideas. In the case of the MI, Gardner (1995)⁴ analyses in his research a series of myths that need to be clarified. In this section, however, we will be analysing one of them: “Now that [eight] intelligences have been identified, one can -and perhaps should- create [eight] tests and secure [eight] scores”. While analysing the advantages and disadvantages MI can have in modern education, the first question that arises is *how to implement MI in the classroom*. It is easy to believe that, given the existence of several intelligences, there should be a way of testing them all in order to set a score. However, Gardner (1995, p.201) believes that his concept of MI “is an outgrowth of accumulating knowledge about the human brain and about human cultures, not the result of [...] test scores. For this reason, he also believes that each learner should be given the chance of being assessed in an “intelligent-fair” way, meaning that it “examine[s] the intelligence directly rather than through the lens of linguistic or logical intelligence”. In fact, there is a very important quote that must be pointed out: “assessing multiple intelligences is not a high priority in every setting”. This means that MI do not always have to be assessed, but we must not fall under the false perception that a test score is going to tell us how intelligent a person is. Instead, each person should be

⁴ For more information on the 7 myths surrounding MI, read: Gardner, H. (1995). Reflections on multiple intelligences: Myths and messages. Phi Delta Kappan, 77, 200-200.

measured in what Gardner calls an “intelligence-fair” way, which allows the learner to show that he/she has understood the concept that is being taught through their leading intelligence(s).

MI theory has been growing amongst educators as it proves to be a really coherent and solid perspective towards the development of the human mind, although “Gardner has never claimed that MI theory represents the definitive description of human cognitive capacities” (Gardner & Moran, 2006, p.227). However, as quoted by Yagcioglu (2014, p.259), using the words of Wilson (1998), “some educators seem to be drawn to using MI” because:

- It has been adapted making it easy for teachers and parents to see the applicability in the classroom.
- It allows teachers to give a well-structured and personalised instruction in the classroom.
- It allows teachers to bridge students’ knowledge between the different MI.
- It helps students explain intrapersonal, interpersonal and cultural levels of learning.
- It helps students become motivated by attending their natural talents.

Contrary to the positive aspects of the MI theory, there are critical voices that have made themselves heard as for their disapproval of this theory. One disadvantage, which could be consider part of the teaching process, is the amount of time teachers spend researching individuals or group, their teacher instructional strategies, etc. In this context, “the elementary and secondary curricula are comprehensive although given time to complete them is limited. Hence, teachers may find difficult to apply different strategies appropriate to multiple intelligence theory” (Calik & Birgili, 2013, p.8). In line with this, Bas (2010) states that there are also resource problems, as teacher have to find a way to adjust materials for every type of intelligence, as well as technological resources. This can be, on the one hand, time consuming, and, on the other, depending on the educational institution, there can be economical barriers too.

In this context, we must bear in mind that, as Gardner (1983) defends, there cannot just be one way of attending students’ educational needs because they do not all learn the same way. The MI theory has proved to be a new way of approaching education in the modern era and, despite its difficulties of implementation, they should mark the beginning of a new way of attending students’ needs in the classroom.

3.3.2. Attending multiple intelligences in the classroom

Students possess different abilities and capacities, words used to describe “intelligence”. When it comes to paying attention to these intelligences in the classroom, “some teachers feel

that they need to create activities that draw on all eight [intelligences] [...] to help them [students] realise their full potential with all eight” (Bas & Beyhab, 2017, p.367). However, another way of looking at it could be, as quoted by the previous authors (p.367) by using the words of (Larsen-Freeman, 2010), teachers must “ think about the activities that are frequently used in the classroom and to categorise them according to [the type of] intelligence”.

By accepting that students learn in different ways, or that each student has more abilities or talent in one subject than in another one (or even in one type of activity more than in another one), we must not be naïve and think that one way of assessing all our learners is enough to give us a holistic view of their intelligence. “MI holds that every student is smart not just in one or two ways but in many” (McClellan & Conti, 2008, p.16). Harmer (2001), as cited by Bas & Beyhab (2017, p.367), states:

“While people with a strong logical / mathematical intelligence might respond well to a complex grammar explanation, a different student might need to comfort of diagrams and physical demonstration because their strengths is in the visual / spatial area. Other students who have a strong interpersonal intelligence may require a more interactive climate if their learning is to be effective”.

In order to apply MI in our classroom, we must first know each students’ dominating intelligence(s), as they can have more than one. As Gardner (1993) states, just as cited in McClellan & Conti (2008, p.17), “all normal individuals possess each of the skills to some extent; however, individuals differ in the degree of skill and their combinations”. To find out what type of intelligence do our students respond to, there is the Multiple Intelligence Survey (MIS). A model of MIS (McKenzie, 1999) can be accessed on appendix 1 of this Dissertation.

3.4. CLIL & multiple intelligences

We have analysed the characteristics encompassing CLIL and the MI theory. As discussed in the previous sections of this dissertation, CLIL is slowly growing among the educational community as a way of integrating language acquisition in the curriculum without affecting the outcome in terms of content learning. Also, the benefits of attending learners’ MI have also been discussed as a way of personalising the way content is presented to the learners. While reading through section 3.2.1 (Advantages and Disadvantages of CLIL methodology in Primary), findings conclude that those students with an already established background of the foreign language will outperform those who do not have it in terms of content (as linguistically there is no doubt CLIL is a much better option to acquire the foreign language than traditional

education). However, by introducing the concept of MI in CLIL, the content acquisition can be improved. By combining both principles, CLIL can help students who see their content acquisition dropped back by providing them with input that is easy for them to understand. Introducing the MI theory within the parameters of CLIL can, therefore, prove to be a solution for the improvement of content acquisition without affecting the linguistic acquisition which has already been proved to work.

As established by Chisholm & Beckett (2003, p. 259), “MI instruction helps teachers support the rich diversity [...] that children bring to the classroom, [...] enhances teaching (Campbell, 1997) and helps students develop all of their intelligences (Christison, 1999). The objective of this research is to implement the MI theory within the context of English education to, precisely, enhance teaching and help students acquire the knowledge through their best-developed intelligence. In this context, “MI theory [...] provide multiple entry points into the academic content while the TESOL (teaching English to speakers of other languages) standards allow the teacher to purposely plan for students’ English language growth in a variety of contexts” Chisholm & Beckett (2003, p. 259-260).

When a language teacher designs activities in order to accomplish the established objectives, he/she must think on which is the best way of presenting the information to his/her students. The MI theory helps language teachers to identify which will be the way his/her students will learn best, as “it provides a structured way of understanding and addressing the diversity that ESL instructors often encounter in the classroom” (Christison, 1996; in Christison & Kennedy, 1999, p.6).

Christison & Kennedy (1999, p.6) also make another very interesting statement: “when multiple activities are available, more students can find ways to participate and take advantage of language acquisition opportunities”. For this reason, as established by Kallenbach (1999), through the MI theory students are aware that everyone has different abilities, for participation in class is strongly biased by the proposed type of activity. In this context, as established by Coustan & Rocka, (1999; in Christison & Kennedy, 1999, p.7) “the objective is not to teach to specific intelligences or to correlate intelligences with specific activities, but rather to allow learners to employ their preferred ways of processing and communicating new information”.

For this reason, the aim of this dissertation is to create a didactic proposal that uses CLIL as the leading methodology to carry it out and attend each student’s needs according to their preferred intelligence. The aim is to provide a practical way to integrate CLIL and MI into the same didactic proposal and set the operating guidelines that will help future educators to design their lessons accordingly to these principles.

4. TEACHING PROPOSAL: REPRESENTING EARTH

4.1. INTRODUCTION

As established in the Spanish Constitution (1978), in its article 27, “everyone has the right to education”, as “education will have as its main objective to fully develop human personality according to the democratic principles of coexistence and the fundamental rights and liberties”. For this reason, this didactic proposal will be developed within the aforementioned boundaries. Furthermore, the Statute of Autonomy of the Valencian Community, in its article 53, established that this Autonomous Community will be exclusively in charge of regulating and administrating education in the whole Community, in its different levels, degrees, modalities. These regulations set the base to develop this didactic proposal according to the following parameters, which are based on the Royal Decree 126/2014, of the 28th of February, by which the basic curriculum of Primary Education is established, and the Decree 108/2014, of the 4th of July, of the Council, by which the curriculum is established and the general planning of Primary Education in the Valencian Community is developed:

- To guarantee pedagogical coherence and coordination of all the implicated agents in the teaching process.
- To share responsibilities among the teaching staff, as they must guarantee the attainment of the basic competences by bridging knowledge between subjects.
- To link the objectives of the educational stage and the competences.
- To reflect on each subject’s contribution on the attainment of each basic competence.
- To link the elements established in the curriculum with the competences.
- To predict the results that will be obtained.
- To assess the evaluation criteria, as well as the teaching-learning process.
- To have flexibility to detect difficulties and design strategies that will respond to them.

Didactic proposals are an instrument that teachers use to develop their teaching strategies. It involves decision making in relation to the design of activities that will develop the teaching-learning process. In other words, it consists on choosing the most appropriate path to achieve the established objectives, manage time and resources competently, and plan the assessment process in relation to the objectives and the desired results.

4.2. CONTEXTUALIZATION

This didactic proposal is mainly carried out in English at a 5th Primary Education level in a public or subsidised school in the Valencian Community which are regulated by the Law 4/2018, 21st February, by which plurilingual education in the Valencian education system is regulated and promoted. In these schools, there must be a minimum of 15% of the total year hours in English and a maximum of 25%. Schools are free to choose the subject they want to carry out in the foreign language. For this reason, this didactic proposal is suitable for any school that opts to carry out the content subject of Social Science in English.

Just as established in the Royal Decree 132/2010, in its article 11, “Primary Education institutions will gather a maximum of 25 students per class”, for my didactic proposal will aim at attending this number of students. Out of this number of students, 22 have a good level of English. However, there are 3 students who will need an extra help with the language so that they do not fall back in relation to their classmates, for there will be planned a strategy to attend diversity which will also be included in the proposal.

4.3. KEY COMPETENCES

In accordance with the Recommendation 2006/962/EC, of the European Parliament and European Council, 18th December 2006, on the key competences for permanent learning, this didactic proposal is based on the enhancement of learning while including these competences, which are integrated in the curricular elements to ensure a constant improvement of the teaching-learning process.

Competence stands for a combination of abilities, knowledge, motivation, ethic values, attitudes, emotions, and other social and behavioural components that move in one direction to attain an effective action. Another way of defining the term “competence” is established by Chisholm (2005), just as quoted in Gordon et al. (2009, p.37):

“Competence means the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem and being able to transfer this ability between different situations”.

Just as established by Gordon et al. (2009, p.31), there are a series of competences in the 21st Century that need special attention. He uses the words of a Communication from the Commission to the European Parliament (2008) to picture that

“Young people need a wider range of competences than ever before to flourish, [...]. In this increasingly complex world, creativity and the ability to continue to learn and to innovate will count as much as [...] specific areas of knowledge liable to become obsolete”.

For this reason, the European Union came up with 7 different key competences which are essential for the wellbeing of the European societies, the economic growth, and innovation. The competences that will be included will be:

- Communication in foreign language
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning-to-learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

4.4. CONTENTS

This didactic proposal will be aimed at the content subject of Social Science in 5th Primary education. As stated in the Decree 108/2014, this subject:

“is in charge of studying social reality, especially geographical and historic facts among which political and cultural facts will also be addressed. By learning this subject, social problems are understood, as students will have to confront them in the future as citizens and learn to live in society, accepting the values that constitute a democratic society”.

The didactic proposal will include elements from Block 1 and Block 2 of the curriculum (Decree 108/2014). Therefore, the contents that will be included within Block 1 (common contents) are:

- Initiation to the scientific method and its application towards Social Science: planning investigation, search, register, and organization of the information coming from different primary and secondary sources.

- Participating cooperatively in tasks: Being responsible for the group's wellbeing, taking part in the planification and decision making, listening to other members' contributions and accepting other points of view, sharing constructive ideas, developing strategies to solve conflicts through dialog, recognising other people's work, and becoming responsible for individual work.
- To show initiative, commitment, working habits, concentration, how to deal with uncertainty, resilience, and autonomous learning.
- Planning, organizing, and dealing with individual or collective projects. Establishing supervision strategies, selecting technical information and resources, making decisions and evaluating opportunities and risks. Improving the product and the process after the assessment.
- Notion of cultural differences and recognising our cultural heritage.

In regards to Block 2 (the world we live in), the following contents will be included in this proposal:

- Types of maps: Political map and weather maps.
- Climate factors: Latitude, altitude, continents. Locating European climate regions in a map.
- Mediterranean, oceanic, mountain, and subtropical landscapes and their climate.
- Physical environment elements: ground, climate (temperature and rainfall), and hydrography.

4.5. CROSS-CURRICULAR ELEMENTS

According to the Royal Decree 126/2014, in article 10, the cross-curricular elements are established. "These elements help ensure that the curriculum extends beyond the traditional subject-based practices", they "integrate various aspects of knowledge, understanding and applications that can also be identified as belonging to specific subject domains comprising the National Curriculum" (Pumfrey, 1997, p.10). In the following didactic proposal, we will be working on the subsequent cross-curricular elements:

- Written and oral comprehension in English, audio-visual communication, use of ICT, and civic and constitutional education.

- Equal opportunities for everyone and no discrimination, offering flexibility and methodological alternatives in relation to curricular adaptation and attention to diversity.
- Coeducation and promoting equality between boys and girls, together with the prevention of gender-based violence. In case conflicts should arise, we will attend them in coherence with the school's Plan of Coexistence and its Internal Regulations in order to prevent and solve these conflicts pacifically by fomenting values of freedom, justice, equality, peace, democracy, and respect towards human rights.
- Fomenting creativity, autonomy, initiative, teamwork, self-confidence, and critical eye, in order to foment learners' entrepreneur spirit.

4.6. LEARNING OBJECTIVES

The learning objectives will set the degree of achievement of the didactic proposal. These objectives are directly linked to the contents which have been previously explained and, their attainment will mean that the learning process of our students will be complete in regards of the content and language. In Spain, there are general objectives linked to Primary education, which are extracted directly from the Royal Decree 126/2014 and specific objectives directly linked to the didactic proposal within the Autonomous Community. Therefore, the general and specific learning objectives we will be focusing on will be:

4.6.1. GENERAL OBJECTIVES

As established in the Royal Decree 126/2014, in its article 7, the general objectives we will be focusing on in this didactic proposal will be:

- To know and appreciate social norms and values, to learn how to act according to them, to engage in social interaction and respect the human rights, as well as pluralism within a democratic society.
- To develop individual and group work, effort and responsibility towards studying, as well as developing self-confidence, critical sense, personal initiative, curiosity, interest, and creativity.
- To acquire abilities towards preventing and resolving conflicts peacefully.
- To acquire in, at least, one foreign language basic communicative competence that allows them to express and comprehend simple messages and interact in daily activities.
- To know the crucial aspects of Social Science, Natural Science, Geography, History, and Culture.

- To initiate their use and learning of ICTs, developing a critical spirit towards the messages they receive and elaborate.
- To use different artistic representations and expressions and to initiate themselves in the construction of visual and audio-visual proposals.
- To develop their affective capacities in all areas of their personality and in their relationship with the rest, as well as developing an attitude which repels violence and prejudices of any type.

4.6.2. SPECIFIC OBJECTIVES

4.6.2.1. IN TERMS OF CONTENT

The learner:

- Identifies, names, and describes the spheres of the Earth and some of their features.
- Defines the concept “scale” and distinguishes between the graphic scale and the numerical scale.
- Defines the concept of climate, names its elements and identifies the factors which determine the climate of his/her zone.
- Explains the concept of climate zone, names them, and is able to describe its characteristics.
- Describes and points out on the map of Spain the different climate zones.
- Creates and understands a climograph of a climate zone in Spain. Accordingly, indicates what temperatures and what rainfall is typical for each climate in Spain.

4.6.2.2. IN TERMS OF LANGUAGE

The learner:

- Looks for, selects, and organises specific and relevant information, analyses it, draws conclusions, reflects on the process followed and reports back orally and/or in writing.
- Analyses information related to the subject area and handles images, tables, graphs, schemes, and summaries using both traditional supports and ICTs.
- Uses the acquired vocabulary to produce work with rigour and precision and with the appropriate terminology regarding the topics dealt with.
- Uses ICTs to produce work with the appropriate terminology regarding the topics dealt with.
- Communicates with other classmates using simple structures of the foreign language in order to carry out the tasks.

4.7. METHODOLOGY & TIMING

This didactic proposal will use CLIL as the leading methodology to be carried out. Therefore, the language that we will use to communicate with our students will be English. Tasks will also be presented in this language and there will be a requirement to encourage students to use this foreign language according to their abilities. For this reason, we will be using the dual approach, which aims at developing both language and content simultaneously. As defined by Marsh, Mehisto, Wolf & Frigols Martín (2012, p.2), “CLIL is a dual-focused approach in which an additional language is used for the learning and teaching of both content and language”.

Code switching will also be enhanced, as we will encourage students to use the foreign language above their mother tongue. According to Lin (2008, p.2), “classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants”. This will benefit students’ use of English, especially enhancing their communicative ability (as CLIL is based on the communicative approach).

Finally, this teaching proposal will also aim at developing Coyle’s (2005) 4 Cs of framework. These 4Cs aim at linking content, which is the knowledge of the subject we are teaching; communication, which is the use of the foreign language; cognition, which involves thinking and, in the case of this proposal, is worked through the multiple intelligences; and culture, which aims at developing consciousness of the cultural elements that surround us and others (Coyle, 2008). The 4Cs we will be focusing on have been specified within each activity of the planning in the following section of this dissertation. The importance of working through the 4Cs relies on the following aspects (Coyle, 2008):

- In order to learn, there must be thinking and understanding (cognition and communication). For this reason, language has to be made accessible to our students (which we will do in session 1 of each block of content).
- Language must always be contextualised. By giving language a direct applicability through content, we are allowing students to develop their cognitive and communicative skills.
- Content contextualization also refers to cultural aspects, bringing content close to students’ reality and becoming aware of cultural differences in order to broaden our mind and enrich our ethos.

The didactic proposal will talk about the world we live in. It will be carried out in the first term of the content subject and will last for 11 sessions, including initial, final, and ongoing

assessments. According to the curriculum, the subject of Social Science counts with 1:30 hours/week in 5th Primary, which means the didactic proposal will last for nearly 2 months.

In relation to the methodology, we will seek to attend each learner's preferred intelligence(s), while, at the same time, developing their foreign language competence. To do so, we will divide the concepts we want to teach in blocks of three sessions:

- Spheres of the Earth (3 sessions).
- Weather in Spain (3 sessions).
- Climate zones in Spain (3 sessions).

In each session, we will focus on:

- **Session 1 (45 minutes):** working on the vocabulary and the linguistic aspects we will be using and needing to develop the content of the following sessions (CLIL).
- **Session 2 (45 minutes):** working on the concepts by dividing the class into 4 working groups. Each working group will focus on developing the concepts attending 2 different intelligences. Therefore, each student will be able to develop the content, on this session, according to their preferred intelligence(s).
- **Session 3 (45 minutes):** we will work on the same concept of session 2 but everyone will carry out the same task, which, at the same time, will serve as an assessment. This will help students acquire the knowledge of the concept the second day through their preferred intelligence, and, once they understood it, work on it the third day by using other intelligences. This will also help students to develop competences on other intelligences.

The intelligences we will be developing in the following didactic proposal will be: Linguistic intelligence (LI), Logical-Mathematical intelligence (L-MI), Musical Intelligence (MCI), Visual intelligence (VI), Bodily-kinaesthetic intelligence (B-KI), Intrapersonal intelligence (Intra. I), Interpersonal intelligence (Inter. I), and Naturalistic intelligence (NI).

4.8. DIDACTIC PROPOSAL

INITIAL EVALUATION	The teacher will use the MI Survey from Appendix 1 to assess each student’s intelligence. This will help the teacher know what type of intelligences he/she is dealing with in the classroom. Also, the teacher will conduct an interview just as explain in Section 4.9. to become conscious of students’ language skills.									
BLOCK 1: SPHERES OF THE EARTH										
SESSION 1: VOCABULARY AND LINGUISTIC ASPECTS										
INTRODUCTION (10 mins.)	We will divide the class into 4 different groups. Each group will have 2 tablets (or computers) and will be in charge of looking for information on one of the spheres of the Earth. • Group 1: Atmosphere • Group 2: Biosphere • Group 3: Geosphere • Group 4: Hydrosphere They will complete the worksheets on Appendix 2 in which they will have to find a brief definition and words related to each sphere (e.g. For Geosphere: core, mantle, crust, magma, minerals, etc.). This will work on content related to the spheres of the Earth, it will enhance communication between students while working together and will allow students to engage their cognition towards the content.	MATERIALS • Tablets or computers • Worksheets on Appendix 2	ENGAGED INTELLIGENCE(S)							
			LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X						X	
			4 Cs							
			Content	Culture	Communication		Cognition			
X		X		X						
MAIN CONTENT (25 mins.)	Once the first 10 minutes are over, each group will go to the board. The board will be divided into four columns (one for each sphere). Groups will put the brief definition of their sphere on the board, together with the related words. The teacher will use these definitions to introduce the concepts of the four spheres, what they are, and why they are important. The teacher will use the information students write on the board to complete the worksheets with the computer after the lesson to photocopy and hand them out (one each student) the next day. This will allow students to have the vocabulary we will use in the next lessons. This is an activity that engages the whole class, fort there will be communication between students and the teacher and cognition and content on the spheres of the Earth will also be engaged.	• Class board • Worksheets on Appendix 2	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X							
			4 Cs							
			Content	Culture	Communication		Cognition			
			X		X		X			

CONCLUSION (10 mins.)	To finish, the groups will get back together and they will have time to look for a synonym of each of the related words. Once they have the synonyms, one team member will write them on the board next to the original word. This will help students acquire vocabulary and different ways of saying the same thing, giving them linguistic resources in case they cannot recall one specific word. In this activity, students work together to enhance communication and will work on vocabulary, increasing their content knowledge.	• Tablets or computers • Worksheets on Appendix 2	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X						X	
			4 Cs							
			Content	Culture	Communication	Cognition				
			X		X					

SESSION 2: WORKING THROUGH PARTICULAR MULTIPLE INTELLIGENCES										
INTRODUCTION (10 mins.)	The teacher will start by handing out the worksheets of the previous day. Then, according to students’ intelligences (known thanks to the initial evaluation), the teacher will divide the class into four groups. Each group will focus on two MI to work on the spheres of the earth: • Group 1: Visual & Bodily-kinaesthetic intelligences. • Group 2: Interpersonal & Musical intelligences. • Group 3: Intrapersonal & logical-mathematical intelligences • Group 4: Linguistic & Naturalistic intelligences. The teacher will explain the objective of the lesson (which is to learn about the 4 spheres of the Earth). Once the groups are divided, the teacher will go to each group to explain what they will have to do, working especially on the communicative approach.	MATERIALS	ENGAGED INTELLIGENCE(S)							
			LI	L-MI	MC I	VI	B-KI	INTRA. I	INTER. I	NI
			4 Cs							
			Content	Culture	Communication	Cognition				
					X					

MAIN CONTENT (30 mins.)	For the main teach, each group will work on the 4 spheres of the Earth attending the aforementioned intelligences. It is important to make students become aware of the role each sphere plays and how they condition our way of living: • Group 1: This group will have 4 different images (one image per sphere) and they will have to draw the characteristics of each image in the worksheet from Appendix 3. Afterwards, by observing the characteristics they found from each sphere, they will have to try to join each sphere with its definition. • Group 2: This group will work through a song that can be found in this link from YouTube (this group will need a tablet or a computer). The song talks about the 4 spheres of the Earth. Students, working together, will have to extract the information the song gives on each sphere. Afterwards, having extracted the characteristics of each sphere, they will use the worksheet on Appendix 4 to join each sphere with its definition. • Group 3: Each student will be presented with 4 problems (Appendix 5). Each problem will talk about one Sphere. They will have to solve the problem and point out the interesting facts that give them information about the spheres. Then, they will have to link each sphere to its definition. • Group 4: The teacher will bring 4 objects representing each of the 4 spheres (e.g. a leaf for the Biosphere, a rock for the Geosphere, some water for the hydrosphere, and a piece of cotton to represent a cloud for the atmosphere). Students will have, in a worksheet (appendix 6) 4 brief texts with missing letters that talk about the 4 spheres. Their objective will be to complete the text with the missing letters and associate each object to the corresponding text. Then they will have to associate each sphere with its definition. This way of working on the spheres of the Earth engages communication between students and with the teacher, makes students work the content through their desired intelligence, allows them to think respecting their preferences and brings students together to share their own cultural approach of the topic.	• Appendix 3 • Appendix 4 • Appendix 5 • Appendix 6	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X	X	X	X	X	X	X	X
			4 Cs							
			Content		Culture		Communication		Cognition	
			X		X		X		X	

CONCLUSION (5 mins.)	We will use this time to address any final issues and to tidy up the classroom.		LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			4 Cs							
			Content		Culture		Communication		Cognition	
							X			
SESSION 3: WORKING THROUGH SPECIFIC MULTIPLE INTELLIGENCES										
INTRODUCTION (5 mins.)	The teacher will explain the activity we will do: modelling of the Earth. The teacher will hand out instructions (Appendix 7) to design the Geosphere of the Earth with modelling clay. Through this explanation students work on their communication.	MATERIALS • Appendix 7	ENGAGED INTELLIGENCE(S)							
			LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. .I	NI
			X							
			4 Cs							
			Content		Culture		Communication		Cognition	
MAIN CONTENT (30/35 mins.)	In this section of the session we will work on the visual, the bodily-kinaesthetic and the intrapersonal intelligences. Each student will work individually on a model of the Geosphere by using modelling clay (blue, green, yellow, red, and orange). Each student will have to design their own Earth. To do so, they will start from the inside out, using (1) yellow and red for the core, (2) orange for the mantle, and (3) blue and green for the crust and the continents. If it is accurately done, when cutting the Earth in half, we will be able to see the different layers of the Geosphere (students will follow the instructions from appendix 7). Afterwards, will ask students to write the name of the different layers together with their main characteristics on a paper to create a map key.	• Appendix 7	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. .I	NI
						X	X	X		
			4 Cs							
			Content		Culture		Communication		Cognition	
			X						X	
CONCLUSION (5/10 mins.)	The teacher will go passed each table assessing the different models with the rubric from Appendix 22.	• Appendix 22	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. .I	NI
			4 Cs							
			Content		Culture		Communication		Cognition	

BLOCK 2: WEATHER IN SPAIN										
SESSION 1: VOCABULARY AND LINGUISTIC ASPECTS										
INTRODUCTION (10 mins.)	To begin with this block, we will work on students' previous knowledge. To do this activity, we will use the worksheet on appendix 8. Students will have a word related to weather and they will have to draw whatever they think it refers to.	MATERIALS	ENGAGED INTELLIGENCE(S)							
		• Appendix 8	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X			X		X		
			4 Cs							
			Content		Culture		Communication		Cognition	
			X				X		X	
MAIN CONTENT (25 mins.)	Once the vocabulary is established. We will work on the way of describing the weather. We will establish the difference between “will” and “going to” (e.g. It will be sunny tomorrow or It is going to be sunny tomorrow). We will explain that will is used to state facts that we believe are true (based on opinion). Going to is used for predictions. As weather is a prediction, it will be correct to use “going to”. We will also introduce words that express possibility: could and may/might. Finally, we will show them how to ask a question about the weather (e.g. Is it going to be rainy tomorrow?). For affirmative and negative sentences, students will use the form: “going to” + “be” + “adjective” (e.g. Tomorrow is going to be windy). To do this, we will need the board to do the explanation, making it as visual as possible and the worksheet on appendix 8. Students will have to write a question for each adjective related to the weather and the answer (affirmative and negative). Then, students will move around the classroom and will practice the questions with their peers.	• Class board • Appendix 8	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X				X		X	
			4 Cs							
			Content		Culture		Communication		Cognition	
			X				X		X	
CONCLUSION (10 mins.)	To finish, the teacher will use the following link to play an online word search with the classroom. An alternative could also be acting out the type of weather with mimics and students have to guess it.	• Class board • Computer with internet.	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X			X	X		X	
			4 Cs							
			Content		Culture		Communication		Cognition	
			X				X		X	

SESSION 2: WORKING THROUGH PARTICULAR MULTIPLE INTELLIGENCES										
INTRODUCTION (10 mins.)	According to students’ intelligences, the teacher will divide the class into four groups. Each group will focus on two MI to work on the weather: • Group 1: Visual & Musical intelligences. • Group 2: Interpersonal & Bodily-kinaesthetic intelligences • Group 3: Intrapersonal & Linguistic intelligences. • Group 4: Logical-mathematical & Naturalistic intelligences. The teacher will explain the objective of the lesson (which is to learn about the weather). Once the groups are divided, the teacher will go to each group to explain what they will have to do.	MATERIALS	ENGAGED INTELLIGENCE(S)							
			LI	L-MI	MC I	VI	B-KI	INTRA. I	INTER. I	NI
			4 Cs							
			Content		Culture		Communication		Cognition	
							X			
MAIN CONTENT (30 mins.)	For the main teach, each group will work on the factors that shape weather (latitude, landform, altitude, distance from the sea) attending the aforementioned intelligences. Before this, the teacher will briefly explain the four factors that affect weather and climate and will go over different geographical points to explain how weather conditions live in different parts of the world (each group has the definition of these factors in their worksheets), then: • Group 1: They will use appendix 9. They have to draw a landscape (in Winter) according to these definitions and explain what they think the weather would be like in the landscape they draw. • Group 2: They will use the worksheet on appendix 10. This group will sit in a circle. All of the weather conditions from session 1 will be in a bag in flashcards. One student will take one and represent it to the rest of the group without using any words. Students will guess the weather and then, in group, they will discuss in what type of landscapes do we get the represented weather more and why (referring to the 4 factors). • Group 3: They will read a brief text about the weather in some place, which can be found on appendix 12. After reading it, they will have to try to explain where they think this place is, what factors can explain the weather of the text and why. • Group 4: The teacher will take a winter plant to class (if it cannot be a physical plant, we can print it) together with the characteristics it needs to survive. They will have to think	• Appendix 9 • Appendix 10 • Appendix 11: Weather flashcards • Appendix 12	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X	X	X	X	X	X	X	X
			4 Cs							
			Content		Culture		Communication		Cognition	
			X		X		X		X	

	about the characteristics of the landscape where they would plant it by looking at the 4 factors that shape the weather (e.g. Altitude: this plant will need a high place above sea level because it is cooler than at sea level.)									
CONCLUSION (5 mins.)	We will use this time to address any final issues and to tidy up the classroom.		LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			4 Cs							
			Content		Culture		Communication		Cognition	
							X			
SESSION 3: WORKING THROUGH SPECIFIC MULTIPLE INTELLIGENCES										
INTRODUCTION (5 mins.)	The teacher will go over the way of telling the weather (with “going to”). Then, he/she will divide the class into groups of 4/5 and will hand out a map of Spain each (A3 size).	MATERIALS	ENGAGED INTELLIGENCE(S)							
		• Appendix 14	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER .I	NI
			X							
			4 Cs							
			Content		Culture		Communication		Cognition	
MAIN CONTENT (35 mins.)	Students will have 10 minutes to prepare a presentation for the rest of the class. All of the members have to participate with at least one intervention and groups will have 5 minutes to present their maps to the rest of the class, making emphasis on the different weathers we can find within the peninsula. Each map will be different and this activity will be assessed by the teacher with the rubric from appendix 23. We will also use this activity to go over the Spanish Communities while telling the weather.	• Appendix 14 • Appendix 23	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER .I	NI
			X			X	X		X	
			4 Cs							
			Content		Culture		Communication		Cognition	
			X		X		X		X	
CONCLUSION (5 mins.)	There will be 5 minutes to attend students’ doubts, also the teacher will go over the content asking students questions to work on their communication and their ability to recall information. .		LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER .I	NI
			4 Cs							
			Content		Culture		Communication		Cognition	
			X				X		X	

BLOCK 3: CLIMATE IN SPAIN										
SESSION 1: VOCABULARY AND LINGUISTIC ASPECTS										
INTRODUCTION (10 mins.)	To begin with this block, we will divide the class into groups to assess their previous knowledge. We will carry out a multiple-choice test in which the key words for this block will be in bold. Students will have to answer the test in terms of what they know.	MATERIALS	ENGAGED INTELLIGENCE(S)							
		• Appendix 15	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X	X		X			X	
			4 Cs							
			Content	Culture	Communication		Cognition			
MAIN CONTENT (25 mins.)	Once they finish the test, the teacher will go over the questions with the students while explaining the correct answers. Then, once this is done, students will group up again and will try to define the bold words from the test. Each group will have a dictionary to search for the word definition in case they do not know.	• Class board • English dictionaries • Appendix 15	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X	X			X		X	
			4 Cs							
			Content	Culture	Communication		Cognition			
			X		X		X			
CONCLUSION (10 mins.)	To finish, we will play chained sentences. The teacher will start by saying a sentence like: - The climate in the North of Spain is... Then, the teacher will point at a student and it will complete the sentence will the write word (e.g. cool, cold, hot, warm, etc.). Then, the student will say another sentence like: - The climate in the South of Spain is ... And will point at another student.		LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X						X	
			4 Cs							
			Content	Culture	Communication		Cognition			
			X	X	X		X			
SESSION 2: WORKING THROUGH PARTICULAR MULTIPLE INTELLIGENCES										
INTRODUCTION (10 mins.)	According to students’ intelligences, the teacher will divide the class into four groups. Each group will focus on two MI to work on the climate: • Group 1: Visual & Linguistic intelligences. • Group 2: Interpersonal & Musical intelligences. • Group 3: Naturalistic & Bodily-kinaesthetic intelligences. • Group 4: Logical-mathematical & Intrapersonal intelligences.	MATERIALS	ENGAGED INTELLIGENCE(S)							
			LI	L-MI	MC I	VI	B-KI	INTRA. I	INTER. I	NI

	The teacher will explain the objective of the lesson (which is to learn about the weather). Once the groups are divided, the teacher will go to each group to explain what they will have to do.		<table><tr><th colspan="8">4 Cs</th></tr><tr><th colspan="2">Content</th><th colspan="2">Culture</th><th colspan="2">Communication</th><th colspan="2">Cognition</th></tr><tr><td colspan="2"></td><td colspan="2"></td><td colspan="2">X</td><td colspan="2"></td></tr></table>								4 Cs								Content		Culture		Communication		Cognition						X			
4 Cs																																		
Content		Culture		Communication		Cognition																												
				X																														
MAIN CONTENT (30 mins.)	For the main teach, each group will work on the climate zones of Spain attending the aforementioned intelligences. Before this, the teacher will briefly explain the five different types of climate zones, then: • Group 1: They use the worksheet on appendix 16 to associate images to the corresponding text talking about the climate zones in Spain. • Group 2: They will be given the different climate zones in the worksheet (appendix 17). Then, in group, they will have to fit the information provided into a song. They will have to create the lyrics for the song and even give it an intonation. (We can even speak to the music teacher to borrow some instruments). • Group 3: This group will have different animals and their location according to the climate zone. Students will have to explain the conditions these animals need to survive (these conditions will be described considering the characteristics of each climate zone, which are specified on their worksheet: appendix 18). • Group 4: This group will have a series of problems that they will have to solve related to each climate zone (appendix 19).	• Appendix 16 • Appendix 17 • Appendix 18 • Appendix 19	<table><tr><th>LI</th><th>L-MI</th><th>MCI</th><th>VI</th><th>B-KI</th><th>INTRA. I</th><th>INTER. I</th><th>NI</th></tr><tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr></table>								LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI	X	X	X	X	X	X	X	X								
			LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI																								
			X	X	X	X	X	X	X	X																								
			<table><tr><th colspan="8">4 Cs</th></tr><tr><th colspan="2">Content</th><th colspan="2">Culture</th><th colspan="2">Communication</th><th colspan="2">Cognition</th></tr><tr><td colspan="2">X</td><td colspan="2">X</td><td colspan="2">X</td><td colspan="2">X</td></tr></table>								4 Cs								Content		Culture		Communication		Cognition		X		X		X		X	
			4 Cs																															
			Content		Culture		Communication		Cognition																									
X		X		X		X																												
CONCLUSION (5 mins.)	We will use this time to address any final issues and to tidy up the classroom.		<table><tr><th>LI</th><th>L-MI</th><th>MCI</th><th>VI</th><th>B-KI</th><th>INTRA. I</th><th>INTER. I</th><th>NI</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI																
			LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI																								
			<table><tr><th colspan="8">4 Cs</th></tr><tr><th colspan="2">Content</th><th colspan="2">Culture</th><th colspan="2">Communication</th><th colspan="2">Cognition</th></tr><tr><td colspan="2"></td><td colspan="2"></td><td colspan="2">X</td><td colspan="2"></td></tr></table>								4 Cs								Content		Culture		Communication		Cognition						X			
			4 Cs																															
Content		Culture		Communication		Cognition																												
				X																														
SESSION 3: WORKING THROUGH SPECIFIC MULTIPLE INTELLIGENCES																																		
INTRODUCTION (5 mins.)	The teacher will hand out a template with a blank map of Spain. And the teacher will explain the activity.	MATERIALS • Appendix 20	ENGAGED INTELLIGENCE(S)																															
			<table><tr><th>LI</th><th>L-MI</th><th>MCI</th><th>VI</th><th>B-KI</th><th>INTRA. I</th><th>INTER. I</th><th>NI</th></tr><tr><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI	X															
			LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI																								
			X																															
			<table><tr><th colspan="8">4 Cs</th></tr><tr><th colspan="2">Content</th><th colspan="2">Culture</th><th colspan="2">Communication</th><th colspan="2">Cognition</th></tr><tr><td colspan="2"></td><td colspan="2"></td><td colspan="2">X</td><td colspan="2"></td></tr></table>								4 Cs								Content		Culture		Communication		Cognition						X			
4 Cs																																		
Content		Culture		Communication		Cognition																												
				X																														

MAIN CONTENT (35 mins.)	Students will use modelling clay to cover the map of Spain according to the climate zones. The colours that students will use will be: - Blue: Oceanic - Brown: Mountain (or Alpine) - Green: Continental - Orange: Mediterranean - Yellow: Arid (Subtropical) They will not be allowed to look at any type of answers as they this activity will be used to assess students' knowledge according to the rubric on appendix 24.	• Modelling clay • Appendix 20 • Appendix 24	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X			X	X	X		
			4 Cs							
			Content		Culture		Communication		Cognition	
			X		X		X		X	
CONCLUSION (5 mins.)	There will be 5 minutes to attend students' doubts.		LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			4 Cs							
			Content		Culture		Communication		Cognition	
			X				X			

FINAL ASSESSMENT										
INTRODUCTION (5 mins.)	This session will include the final exam. The teacher will explain the exam, which can be found in appendix 25. This exam will assess 3 different ways: - Multiple choice & True/false - Open questions - Oral question	MATERIALS	ENGAGED INTELLIGENCE(S)							
		• Appendix 25	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
MAIN CONTENT (40 mins.)	Students will do the exam while the teacher calls students one by one to his/her table to conduct an oral question. This way of carrying out the exam will engage students' cognition and communication skills.	• Appendix 25	LI	L-MI	MCI	VI	B-KI	INTRA. I	INTER. I	NI
			X	X		X		X		
			4 Cs							
			Content		Culture		Communication		Cognition	
							X		X	

4.9. INITIAL ASSESSMENT

This didactic proposal will count with an initial assessment in which we will find out through what type of intelligence or intelligences do our students learn better. To do so, we will use the Multiple Intelligence Survey attached in Appendix 1. We must not forget that this assessment is crucial in the finding of our students' intelligence(s), for the teacher must ensure the correct comprehension of the survey.

Before the survey we will motivate them by presenting the whole didactic proposal and mentioning the concept of MI. We will introduce this theory by playing the video which can be accessed in the following [link](#). The objective is awaking students' curiosity on the type of MI they have and, therefore, the way they learn best.

We will also conduct an initial interview with our students to know what their level of English is like. In the interview, the teacher will ask the following questions that will be related with the topic of the teaching proposal in order to link language to content. To conduct this interview, we will bear in mind Coyle's 4Cs of framework, relating content, culture, communication and cognition:

- How would you define weather? And climate? (Content, communication and cognition)
- How many cardinal points are there? Where do you think it will be cooler, up north or down south? (Content, communication and cognition)
- Do you know where to find the Mediterranean? And the Atlantic Ocean? (showing a blank map of Spain) (Content, communication, culture and cognition)
- People who live next to the Mediterranean will have hotter or cooler Summers than people living next to the Atlantic Ocean? (Content, communication, culture and cognition)
- In this map of Spain (showing a blank map of the country) point at where you think it will be hotter in Summer. Why? (Content, communication, culture and cognition).

The teacher's objective will be to become conscious of students' communicative and comprehension skills.

4.10. ASSESSMENT CRITERIA

To assess this didactic proposal, we will assess students on the third session of each block. Different activities have been designed in order to work on different MI while, at the same time, assessing students' use of the foreign language. Furthermore, there will be a final test that will include: multiple choice questions, open questions, and an oral question, with the

objective of assessing content attending as many MI as possible, as well as the learner's use of English. When talking about assessing a content subject in English following CLIL, we must bear in mind that, as studied in the subject "Evaluation and assessment in CLIL programmes" (unit 1, p.16), "both content and language have to be assessed in relation to the performance and competence of the students". The unit also specifies that assessment must be conducted on students' proficiency and strategic behaviour, bearing in mind both process-based and product-based assessments. Furthermore, in regards of the foreign language, both declarative (formal English elements: vocabulary, grammar, pronunciation) and non-declarative (communicative skills) knowledge must also be assessed. By including both multiple choice and oral questions, we will be attending the aforementioned types of knowledge.

The way we will assess students will be with through rubrics which can be found in the "Assessment Rubrics" section in the appendixes. In them, we will assess both the achievement of the objectives through the activity of the third session of each block and their linguistic competence, focusing on learnt vocabulary and attending the communicative approach (just as CLIL establishes).

According to the Decree 108/2014 (page 16361), the assessment criteria⁵ that will be considered in this didactic proposal will be:

In relation to the content subject of Social Science:

- | | |
|---------|---------|
| - BL1.2 | - BL1.4 |
| - BL1.5 | - BL1.6 |
| - BL1.7 | - BL2.2 |
| - BL2.3 | - BL2.7 |

In relation to the foreign language:

- | | |
|---------|---------|
| - BL1.1 | - BL1.2 |
| - BL2.2 | - BL2.5 |
| - BL2.6 | - BL3.1 |
| - BL3.2 | - BL4.1 |
| - BL4.4 | |

⁵ To know what each assessment criteria stands for, go to appendix 21 (page 107), where the assessment criteria are explained and the rubrics for the assessment of each block are detailed.

4.11. RESOURCES AND MATERIALS

All of the specified materials used throughout the didactic proposal can be found in the appendixes attached to the end of this Dissertation. They are all original, having been thought of to develop the foreign language competence and the different MI.

4.12. ATTENTION TO DIVERSITY

As established at the beginning of this didactic proposal, this teaching sequence has been elaborated thinking on a class of 25 students, out of which 3 had problems in regards of the foreign language. For this reason, this section will aim at providing these students with the needed help to improve their English competence.

To do so, the teacher will:

- Work with them during the first lesson of each block in order to establish the needed vocabulary and linguistic elements to acquire the content knowledge in the other sessions of the block.
- The teacher will provide these students with a glossary (appendixes 26, 27, 28) of terminology and grammatical rules at the beginning of each block to help them carry out the activities in which content is developed. This glossary will contain words and structures that students will encounter during the block.
- During the elaboration of the activities, the teacher will check on these students, enhancing comprehension to avoid demotivation.

4.13. TEACHER ASSESSMENT

In order to improve the quality of our teaching, we must undergo a self-assessment as teachers to point out the aspects that went well and, therefore, can be repeated in the future, and those that can be improved or completed to be successful with our future students. In the following table we can find an example on how to carry out a teacher assessment for this didactic proposal:

1. NEVER 2. SOMETIMES 3. MOST OF THE TIME 4. ALWAYS

I. PLANNING		1	2	3	4
1	I establish didactic objectives that directly express the competences my students have to acquire				
2	I select and sequence content according to an adequate distribution and progression that respond to my group's characteristics				
3	I adopt measures and programme activities according to the established objectives, attending multiple intelligences and students' characteristics				
4	I establish, explicitly, assessment criteria, procedures, and assessment instruments				
5	I plan my teaching sequence in coordination with the rest of teaching staff				
II. ELABORATION		1	2	3	4
1	I carry out an introduction before the main topic of the proposal				
2	I relate content with the activities carried out, as well as attending students' interests and previous knowledge				
3	I structure and organise content giving a general vision of each topic (index, glossary, etc.)				
4	I enhance the acquisition of new concepts by combining questions, explanations, and examples				
5	I distribute time adequately: (time for theoretical explanations and time to develop activities in the classroom)				
6	I use a variety of didactic resources (audio-visual, ICTs, etc.) for presenting content and to develop it				
7	I make sure students have understood the task they have to carry out: asking questions, making them describe the process, etc.				
8	I enhance learning strategies: looking for different sources of information, I break down explanations, I raise problems, I encourage students, and I make sure everyone is taking part				
9	I establish correct, fluid, respectful and non-discriminatory relationships with my students				
10	I enhance relationships between students, encouraging fluidity, correction and respect				
III. ASSESSMENT		1	2	3	4
1	I carry out an initial assessment at the beginning of the didactic proposal to help me programme				
2	I use different assessment techniques according to the diversity of my students, the topics, the content, etc.				
3	I give my students information on the elaboration of tasks and activities, of the progress and the difficulties I find to help them improve				
4	In case objectives are not reached, I develop new activities that enhance their consecution				
5	I enhance self-assessment and peer-assessment				

5. CONCLUSIONS

Throughout this dissertation we have been looking into CLIL as a methodology that counts with a solid background to improve foreign language education in Spain. As analysed, the Spanish curriculum is already filled with a wide range of content hours, making it impossible to increase time devoted to the foreign language. In addition, the Spanish context does not make it easy to adapt a solid bilingual education system because of the differences between Autonomous Communities. Some Communities are already bilingual, for there must be a presence of the two official languages in the curriculum, limiting the presence of English.

Spain is one of the European countries that incorporate the foreign language at an earlier age in the curriculum. Yet, learners' language competence when finishing compulsory education is far from the desired expectations. This shows that it is not a matter of starting to learn English earlier in the educational system, but the way English is taught. CLIL, by combining the teaching of a content subject through the foreign language can prove to be a very liable solution in order to address this issue.

In this context, we have looked into some possible difficulties that are found in Spain in order to allow CLIL to function at its full potential. One of the most difficult issues to be addressed is teachers' language competence. Language is as important as content in CLIL because, without it, we cannot access the information needed to learn the non-linguistic content. Therefore, when implementing this methodology, teachers' language competence must guarantee they are able to deliver contents to the students in a suitable way.

This dissertation has also examined the Multiple Intelligence (MI) theory (Gardner, 1983). While analysing the results obtained in CLIL research (section 3.2.1.), there was a clear improvement in regards of the language level acquired by students. Nevertheless, research on the outcome of the acquisition of content knowledge presents more ambiguity, as there are researchers who claim that the use of CLIL does not affect content acquisition and others state that the outcome is affected by the background knowledge of the foreign language a student already possesses (Dalton-Puffer, 2011; Pieche et al., 2016; Graham et al., 2018). In this context, the MI theory can help learners in their acquisition of content knowledge. This theory refuses to believe that all students acquire knowledge the same way, which means that there must be an analysis on the type of intelligence(s) that predominate in each learner and adapt the teaching-learning sequence to their needs. This will, therefore, help students acquire the desired content knowledge even if it is presented in the foreign language.

In this dissertation I have designed a teaching proposal that is aimed at the content subject of Social Science. It works on the foreign language by using CLIL principles (4Cs: content, communication, cognition, and culture; Coyle, Hood & Marsh, 2010), and the MI theory in order to adapt the teaching sequence to the needs of each student. This didactic proposal breaks down the teaching of each content into blocks of three sessions. The first session focuses on developing the vocabulary students will need to access the content as well as the grammatical structures we will be using in the next sessions. In this context, “CLIL [...] enables learners to access the language needed in the defined context in different ways” (Coyle, Hood & Marsh, 2010, p.4).

The second session and the third session will work on the content, always using English as the teaching language. However, there is a distinction between session two and three. In the second session, there will be different groups, each one aiming at two different MI, although they all work the same content. In the last session of each block, a common activity is proposed for all students to do. This activity will be assessed and will help the teacher see if students have been able to acquire the content knowledge in the previous session through their dominating intelligence(s).

After the elaboration of this teaching proposal, it is important to say that designing a lesson aimed at different MI is challenging and time consuming. However, Gardner (1992) states that not all of the intelligences must be attended at all times, which means that this process does not have to be done in each session, but it must be considered if we want students to learn the way that best suits their capabilities.

Overall, this dissertation is the finishing touch to a nourishing year in this Master's, where there has been much learning on CLIL as a revolutionary methodology that is relatively new but has shown a great potential on becoming a world-wide teaching methodology to educate on a foreign language. In this sense, CLIL can be viewed as a natural and efficient way of learning a language based on authenticity as there is a learning of the foreign language through real-life content and situations. Furthermore, collaboration is fomented, not only in students, who are exposed to the language through the teacher and other peers, but it is also fomented amongst teachers, who have to work together in order to link the foreign language to the content. All of these reasons consolidate CLIL as a solid methodological option teachers have to motivate their students to acquire a foreign language, doing it in a way students will understand and enjoy.

6. BIBLIOGRAPHY

6.1. ACADEMIC TEXTS

Admiraal, W., Westhoff, G., & de Bot, K. (2006). Evaluation of bilingual secondary education in the Netherlands: Students' language proficiency in English. *Educational Research and Evaluation*, 12, 75–93.

Banegas, D. L. (2012). Integrating content and language in English language teaching in secondary education: Models, benefits, and challenges. *Studies in Second Language Learning and Teaching*, 2(1), 111-136.

Baş, G., & Beyhab, Ö. (2017). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal of Elementary Education*, 2(3), 365-386.

Calık, B., & Birgili, B. (2013). Multiple intelligence theory for gifted education: Criticisms and implications. *Journal for the Education of Gifted Young Scientists*, 1(2), 1-12.

Caraker, R. (2016). *Spain and the context of English language education*. Research Bulletin, 92, 23-35.

Chapelle, C. A. (2006). Interactionist SLA theory in CALL research. In CALL research perspectives (pp. 65-76). Routledge. Mahwah (New Jersey). In Petrie, G. (Ed.).

Chisholm, I. M., & Beckett, C. E. (2003). Teacher preparation for equitable access through the integration of TESOL standards, multiple intelligences and technology. *Technology, Pedagogy and Education*, 12(2), 249-275.

Christison, M. A., & Kennedy, D. (1999). *Multiple Intelligences: Theory and Practice in Adult ESL*. Washington DC. ERIC Digest.

Conteh-Morgan, M. (2002). Connecting the dots: Limited English proficiency, second language learning theories, and information literacy instruction. *The Journal of Academic Librarianship*, 28(4), 191-196.

Costa, A., & Baus, M. H. Y. C. (2015). El cerebro bilingüe. *Mente y cerebro*, 71, 35.

Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.

Coustan, T., & Rocka, L. (1999). Putting theory into practice. *Focus on Basics*, 3"(A), 21-24.

Coyle, D. (2008). CLIL – a pedagogical approach. In N. Van Deusen-Scholl, & N. Hornberger. *Encyclopedia of Language and Education*, 2nd edition (pp. 97-111). Springer.

Coyle, D. 2010. Foreword. In D. Lasagabaster, & Y. Zarobe's (Eds.), *CLIL in Spain: Implementation, Results and Teacher Training*. Newcastle upon Tyne. Cambridge Scholars Publishing. vii-viii.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL*. University of Nottingham. School of Education.

Crystal, D. 2003. *English as a Global Language*. Cambridge: Cambridge University Press.

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of applied linguistics*, 31, 182-204.

Egiguren, I. (2006). Atzerriko hizkuntza goiztiarraren eragina gaitasun eleaniztunean. PhD dissertation, University of the Basque Country, Vitoria-Gasteiz.

Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT journal*, 50(3), 213-218.

Europa (2012). *Europeans and their Languages*.

http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf.

Fernández López, P. (2014). *The use of audiovisual stories in the preschool CLIL environment*. Universidad de Oviedo.

Forehand, M. (2010). Bloom's taxonomy. *Emerging perspectives on learning, teaching, and technology*, 41(4), 47-56.

Gardner, H., & Moran, S. (2006). The science of multiple intelligences theory: A response to Lynn Waterhouse. *Educational psychologist*, 41(4), 227-232.

Gardner, H. (2000). A case against spiritual intelligence. *The international journal for the psychology of religion*, 10(1), 27-34.

Gardner, H. (1995). Reflections on multiple intelligences: Myths and messages. *Phi Delta Kappan*, 77, 200-200.

Gardner, H. (1992). *Multiple intelligences* (Vol. 5, p. 56). Minnesota Center for Arts Education.

Gardner, H., & Hatch, T. (1989). Educational implications of the theory of multiple intelligences. *Educational researcher*, 18(8), 4-10.

Gordon, J., Halász, G., Krawczyk, M., Leney, T., Michel, A., Pepper, D., & Wiśniewski, J. (2009). *Key competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education*. CASE network Reports, (87).

Graham, K. M., Choi, Y., Davoodi, A., Razmeh, S., & Dixon, L. Q. (2018). Language and Content Outcomes of CLIL and EMI: A Systematic Review. *Latin American Journal of Content and Language Integrated Learning*, 11(1), 19-37.

Harmer, J. (2001). *The practice of English language teaching*. (Third Ed.). Harlow: Longman.

Hoffmann, C. (2000). The spread of English and the growth of multilingualism with English in Europe. In J. Cenoz & U. Jessner (Eds.), *English in Europe: The acquisition of a third language* (pp. 1–21). Clevedon: Multilingual Matters.

Hymes, D. (1972). On communicative competence. *Sociolinguistics*, 269293, 269-293.

Jexenflicker, S., & Dalton-Puffer, C. (2010). The CLIL differential: Comparing the writing of CLIL and non-CLIL students in higher colleges of technology. In C. Dalton-Puffer, T. Nikula, & U. Smit (Eds.), *Language use and language learning in CLIL classrooms* (pp. 169–190). Amsterdam, the Netherlands: John Benjamins.

Kallenbach, S. (1999). Emerging themes in adult multiple intelligences research. “Focus on Basics, 3” (A), 16-20.

Krashen, S. (1982). *Principles and practice in second language acquisition*. University of Southern California.

Lane, C. (1998). Gardner's Multiple Intelligences. *The distance learning technology resource Guide*, 2.

Larsen-Freeman, D. (2000). *Techniques and principles of language teaching*. (Second Ed.). Oxford: Oxford University Press.

Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in language Learning and Teaching*, 5(1), 3-18.

Lasagabaster, D., & Sierra, J. M. (2010). Immersion and CLIL in English: more differences than similarities. *ELT journal*, 64(4), 367-375.

Lorenzo, F. (2007). The sociolinguistics of CLIL: Language planning and language change in 21th Century Europe. *Revista Española de lingüística aplicada*, (1), 27-38.

Lin, A. M. (2008). Code-switching in the classroom: Research paradigms and approaches. *Encyclopedia of language and education*, 10, 273-286. Switzerland.

Marsh, D., Mehisto, P., Wolff, D., & Frigols Martín, M. J. (2012). European framework for CLIL teacher education. *Empowering Language Professionals*. European Centre for Modern Languages.

Mayer, R. E. (2002). Rote versus meaningful learning. *Theory into practice*, 41(4), 226-232.

McClellan, J. A., & Conti, G. J. (2008). Identifying the multiple intelligences of your students. *Journal of Adult Education*, 37(1), 13-32.

McKenzie, W. (1999). *Multiple intelligences survey*. Retrieved from <http://surfaquarium.com/MI/inventory.htm>

Muñoz, C. (2007). CLIL: Some thoughts on its psycholinguistic principles. *Revista española de lingüística aplicada*, (1), 17-26.

Osa, E. 2003. *Ikastola eta eskoletan euskararen erabilera indartzeaz gogoeta* [Reflections on how to boost the use of Basque in schools]. *Bat Soziolinguistika Aldizkaria* 49: 129-45.

Piesche, N., Jonkmann, K., Fiege, C., & Keßler, J. (2016). CLIL for all? A randomised controlled field experiment with sixth-grade students on the effects of content and language integrated science learning. *Learning and Instruction*, 44, 108–116. doi:10.1016/j.learninstruc.2016.04.001

Pumfrey, P. D. (1997). Cross-Curricular Elements and the Curriculum: Contexts, challenges and responses. *Cross Curricular Contexts, Themes And Dimensions In Primary Schools*, 4, 17.
Seidlhofer, B., Breiteneder, A., & Pitzl, M. L. (2006). English as a lingua franca in Europe: Challenges for applied linguistics. *Annual review of applied linguistics*, 26, 3-34.

Universitat de València (2020). Información sobre els itineraris del Grau de mestre en educació primària de la Universitat de València. [Information on itineraries for the teaching degree in Primary Education of the University of Valencia]. Retrieved from <https://www.uv.es/magister/Itineraris%20Primaria/Itineraris%202.pdf>

Vollmer, H. J., Heine, L., Troschke, R., Coetzee, D., & Kuttel, V. (2006, August). *Subject specific competence and language use of CLIL learners: The case of geography in grade 10 of secondary schools in Germany*. Paper presented at the ESSE8 Conference, London, UK.

Warren, S. F., & Kaiser, A. P. (1986). Incidental language teaching: A critical review. *Journal of Speech and Hearing Disorders*, 51(4), 291-299.

Wilson, L. O. (1998). *What's the Big Attraction? Why Teachers are Drawn to using Multiple Intelligence Theory in their Classrooms*. Johns Hopkins School of Education: Retrieved from: <http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/wilson1.htm>

Yagcioglu, O. (2014). The advantages of brain based learning in ELT classes. *Procedia-Social and Behavioral Sciences*, 152, 258-262.

6.2. LEGAL TEXTS

Constitución Española (1978). Cortes Generales. “BOE” núm. 311, de 29 de diciembre. (Ref: BOE-A-1978-31229).

Ley Orgánica, de 3 de mayo, de Educación. BOE-A-2006_7899.

Royal Decree 126/2014, of the 28th of February, by which the basic curriculum of Primary Education is established.

Royal Decree 132/2010, 12th February, by which the minimum requirements are established in institutions that teach the second stage of Preschool, Primary Education, and Secondary Education.

Decree 108/2014, 4th of July, of the Council, by which the curriculum is established and the general planning of Primary Education in the Valencian Community is developed.

APPENDIX 1: MI SURVEY

Walter McKenzie,

Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Hiking and camping are enjoyable activities
- _____ I enjoy working on a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I spend a great deal of time outdoors

_____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I’ve always been interested in playing an instrument
- _____ The cadence of poetry intrigues me
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult while listening to a radio or television
- _____ I enjoy many kinds of music
- _____ Musicals are more interesting than dramatic plays
- _____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2

Section 3

- _____ I keep my things neat and orderly
- _____ Step-by-step directions are a big help
- _____ Solving problems comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Puzzles requiring reasoning are fun
- _____ I can’t begin an assignment until all my questions are answered
- _____ Structure helps me be successful
- _____ I find working on a computer spreadsheet or database rewarding
- _____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the “big picture” of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art masterpieces
- _____ Relaxation and meditation exercises are rewarding
- _____ I like visiting breathtaking sites in nature
- _____ I enjoy reading ancient and modern philosophers
- _____ Learning new things is easier when I understand their value
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ Studying history and ancient culture helps give me perspective

- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ The more the merrier
- _____ Study groups are very productive for me
- _____ I enjoy chat rooms
- _____ Participating in politics is important
- _____ Television and radio talk shows are enjoyable
- _____ I am a “team player”
- _____ I dislike working alone
- _____ Clubs and extracurricular activities are fun
- _____ I pay attention to social issues and causes

- _____ TOTAL for Section 5

Section 6

- _____ I enjoy making things with my hands
- _____ Sitting still for long periods of time is difficult for me
- _____ I enjoy outdoor games and sports
- _____ I value non-verbal communication such as sign language
- _____ A fit body is important for a fit mind
- _____ Arts and crafts are enjoyable pastimes
- _____ Expression through dance is beautiful
- _____ I like working with tools
- _____ I live an active lifestyle
- _____ I learn by doing

- _____ TOTAL for Section 6

Section 7

- _____ I enjoy reading all kinds of materials
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I keep a journal
- _____ Word puzzles like crosswords and jumbles are fun
- _____ I write for pleasure
- _____ I enjoy playing with words like puns, anagrams and spoonerisms
- _____ Foreign languages interest me
- _____ Debates and public speaking are activities I like to participate in
- _____ TOTAL for Section 7

Section 8

- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ My attitude affects how I learn
- _____ Social justice issues concern me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I will give 100% effort to it
- _____ I like to be involved in causes that help others
- _____ I am willing to protest or sign a petition to right a wrong
- _____ TOTAL for Section 8

Section 9

- _____ I can imagine ideas in my mind
- _____ Rearranging a room is fun for me
- _____ I enjoy creating art using varied media
- _____ I remember well using graphic organizers
- _____ Performance art can be very gratifying
- _____ Spreadsheets are great for making charts, graphs and tables
- _____ Three dimensional puzzles bring me much enjoyment
- _____ Music videos are very stimulating
- _____ I can recall things in mental pictures
- _____ I am good at reading maps and blueprints
- _____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

- Key:

Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your Kinaesthetic strength
Section 7 – This indicates your Verbal strength
Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:



Everyone has all the intelligences!



You can strengthen an intelligence!



change!

This inventory is meant as a snapshot in time – it can



M.I. is meant to empower, not label people!

WORKSHEETS FOR BLOCK 1

APPENDIX 2: SPHERES OF THE EARTH VOCABULARY

THE ATMOSPHERE



BRIEF DEFINITION

RELATED WORDS

SYNONYMS



THE BIOSPHERE



BRIEF DEFINITION

RELATED WORDS

SYNONYMS

	→	
	→	
	→	
	→	
	→	
	→	
	→	
	→	

THE GEOSPHERE



BRIEF DEFINITION

RELATED WORDS	SYNONYMS

THE HYDROSPHERE



BRIEF DEFINITION

RELATED WORDS

_____	→
_____	→
_____	→
_____	→
_____	→
_____	→
_____	→
_____	→

SYNONYMS

APPENDIX 3: WORKSHEET FOR GROUP 1

GROUP 1: THE SPEHRES OF THE EARTH

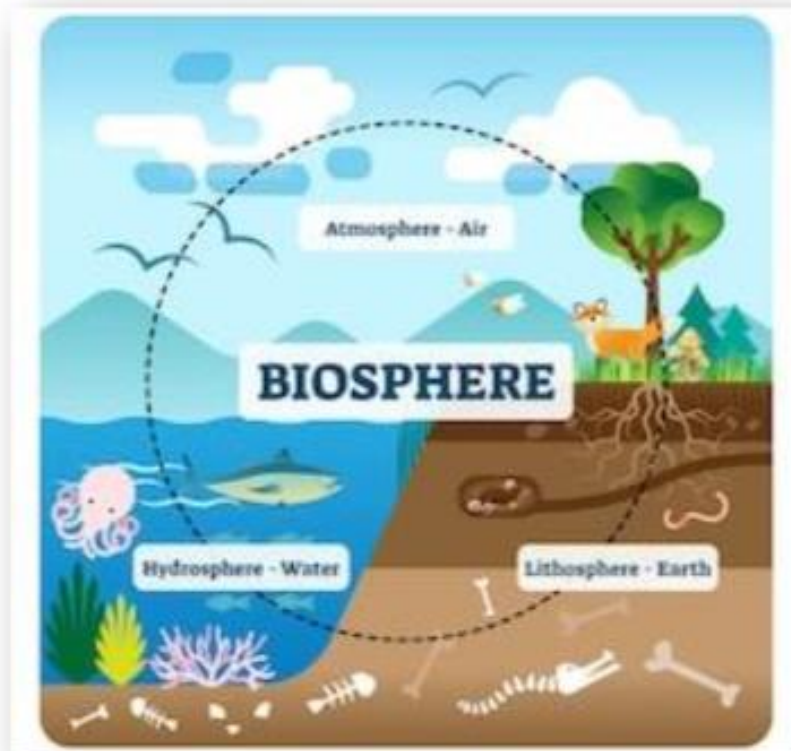
1. Look at the images and draw the characteristics you observe.

THE ATMOSPHERE



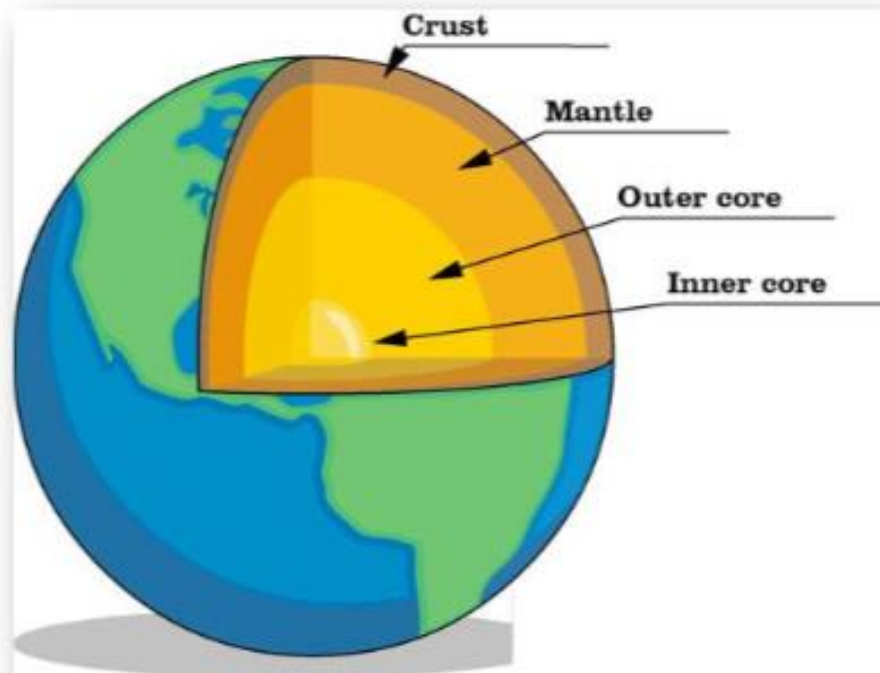
CHARACTERISTIC 1	CHARACTERISTIC 2	CHARACTERISTIC 3
CHARACTERISTIC 4	CHARACTERISTIC 5	CHARACTERISTIC 6

THE BIOSPHERE



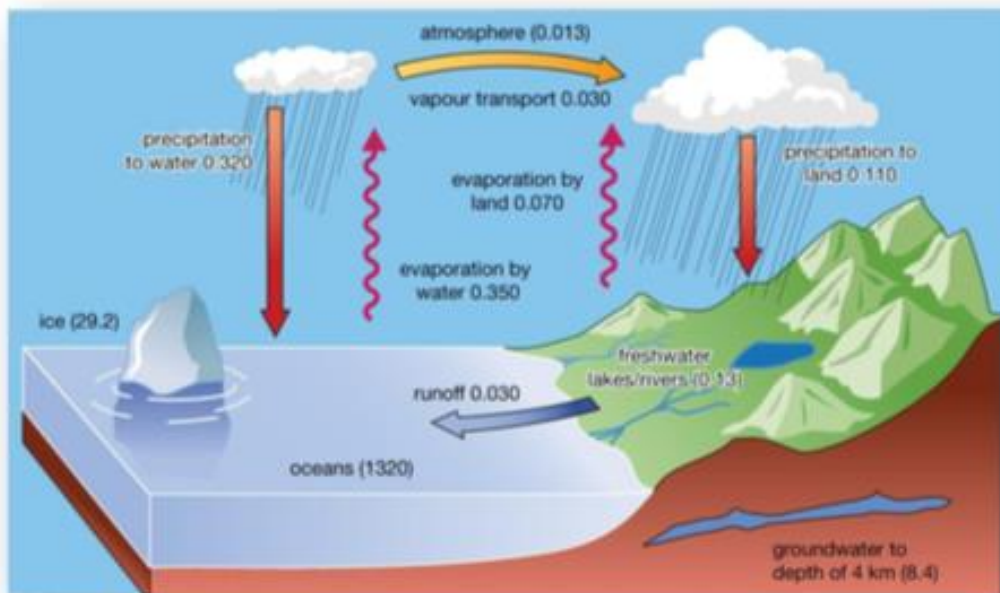
CHARACTERISTIC 1	CHARACTERISTIC 2	CHARACTERISTIC 3
CHARACTERISTIC 4	CHARACTERISTIC 5	CHARACTERISTIC 6

THE GEOSPHERE



CHARACTERISTIC 1	CHARACTERISTIC 2	CHARACTERISTIC 3
CHARACTERISTIC 4	CHARACTERISTIC 5	CHARACTERISTIC 6

THE HYDROSPHERE



CHARACTERISTIC 1	CHARACTERISTIC 2	CHARACTERISTIC 3
CHARACTERISTIC 4	CHARACTERISTIC 5	CHARACTERISTIC 6

2. According to the characteristics of the previous images, try to join each definition to its sphere.

ATMOSPHERE

It is composed of all living organisms: animals, plants, fungi and microorganisms. It includes all the ecosystems on land and in the ocean and rivers.

BIOSPHERE

It is the solid part of the Earth. It is made up of three layers: the core, the mantle, and the crust.

GEOSPHERE

It is the layer of gases which surrounds the Earth. It consists mostly of nitrogen, but also contains oxygen, carbon dioxide and other gases which are essential for life on Earth.

HYDROSPHERE

It is all of the water that exists on Earth. Water covers about 75% of the planet. We can find water in all three states of matter: solid, liquid, and gas.

APPENDIX 4: WORKSHEET FOR GROUP 2

GROUP 2: THE SPHERES OF THE EARTH

1. Listen to the song and extract the characteristics from each sphere of the Earth.

Link to the song: <https://www.youtube.com/watch?v=b-4chsOyTLw>

Atmosphere characteristics 	
Biosphere characteristics 	
Geosphere characteristics 	
Hydrosphere characteristics 	

2. According to the characteristics of the previous images, try to join each definition to its sphere.

ATMOSPHERE

It is composed of all living organisms: animals, plants, fungi and microorganisms. It includes all the ecosystems on land and in the ocean and rivers.

BIOSPHERE

It is the solid part of the Earth. It is made up of three layers: the core, the mantle, and the crust.

GEOSPHERE

It is the layer of gases which surrounds the Earth. It consists mostly of nitrogen, but also contains oxygen, carbon dioxide and other gases which are essential for life on Earth.

HYDROSPHERE

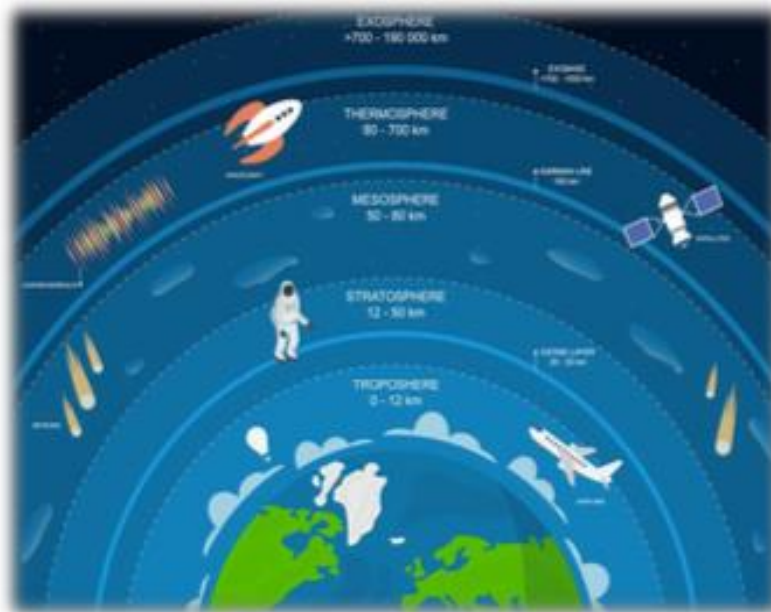
It is all of the water that exists on Earth. Water covers about 75% of the planet. We can find water in all three states of matter: solid, liquid, and gas.

APPENDIX 5: WORKSHEET FOR GROUP 3

GROUP 3: THE SPHERES OF THE EARTH

1. Solve these problems and point out interesting facts about the spheres of the Earth.

Problem 1: The **Atmosphere** is formed by many layers of gases: the first layer is the troposphere which goes up 12 km from the Earth, the second layer is the stratosphere, which goes up from 12km to 50km from the Earth, the third layer is the mesosphere which goes from 50km to 80 km up, the fourth layer is the thermosphere, which goes from 80km to 700km up, and the final layer is the exosphere, which goes beyond 700km up. Calculate the distance between the tallest part of the troposphere and the lowest part of the thermosphere.



Calculations

Interesting facts

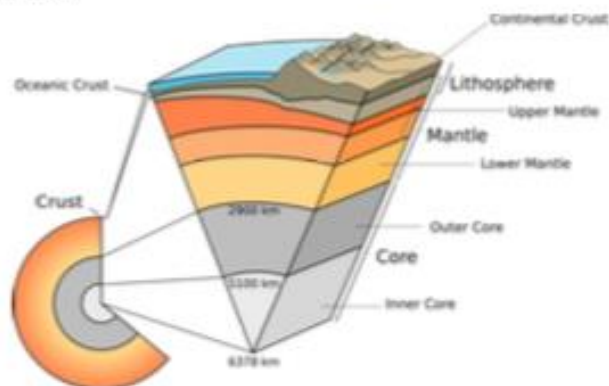
Problem 2: The **Biosphere** contains all living organisms: animals, plants, fungi, and microorganisms. It also includes all of the ecosystems on land and water. In a forest, which is part of the Biosphere, there are 7672 living organisms but, because of a fire, only half survive. How many living organisms are left?



Calculations

Interesting facts

Problem 3: The **Geosphere** is solid and it has three different layers: the core, the mantle, and the crust. The centre of the Earth (the core) is 6378km away from us. The mantle is 2900km away from us. What is the distance between the core and the mantle?



Calculations

Interesting facts

Problem 1: The **Hydrosphere** is all of the water on Earth. It can be solid, liquid or gas. In a mountain we find a lake (which forms part of the hydrosphere). In the lake there were 40,506 litres of water last year. This year it rained a lot and the lake now needs only 1000 litres to double its capacity. How many litres in the lake are there now?



Calculations

Interesting facts

2. According to the characteristics of the previous images, try to join each definition to its sphere.

ATMOSPHERE

It is composed of all living organisms: animals, plants, fungi and microorganisms. It includes all the ecosystems on land and in the ocean and rivers.

BIOSPHERE

It is the solid part of the Earth. It is made up of three layers: the core, the mantle, and the crust.

GEOSPHERE

It is the layer of gases which surrounds the Earth. It consists mostly of nitrogen, but also contains oxygen, carbon dioxide and other gases which are essential for life on Earth.

HYDROSPHERE

It is all of the water that exists on Earth. Water covers about 75% of the planet. We can find water in all three states of matter: solid, liquid, and gas.

APPENDIX 6: WORKSHEET FOR GROUP 4

GROUP 4: THE SPHERES OF THE EARTH

1. Listen to the song and extract the characteristics from each sphere of the Earth.

<u>The Atmosphere</u> 	It has got _our _ayers of ga_es that surround_ the _arth. It is mostly _itrogen, _ut it also contains _xygen, _arbon di_xide, and other ga_es. It prote_ts the _arth from harmful _ltr_violet radi_ti_n, and helps maintain the _arth _emp_ratur_.	<u>Object</u>
<u>The Biosphere</u> 	It is _omposed of all _iv_ng organ_smns: _nimals, _l_nts, _ung_, and microor_anisms. It includes all the _co_ystems on _and, and in the _cean.	<u>Object</u>
<u>The Geosphere</u> 	It is the _olid _art of the _arth. It is _ade up of _hree _ayers: the _ore, the _antle, and the _rust. The _ore has an inner and _uter _ore. The _antle has _iquid called _agma. The _rust is formed of _ocks and _inerals.	<u>Object</u>
<u>The Hydrosphere</u> 	It is all the _ater on _arth. It _overs 75% of the _lanet. We _ind _ater in _hree stat_s of _atter: _olid, _iquid, and _as.	<u>Object</u>

2. According to the characteristics of the previous images, try to join each definition to its sphere.

ATMOSPHERE

It is composed of all living organisms: animals, plants, fungi and microorganisms. It includes all the ecosystems on land and in the ocean and rivers.

BIOSPHERE

It is the solid part of the Earth. It is made up of three layers: the core, the mantle, and the crust.

GEOSPHERE

It is the layer of gases which surrounds the Earth. It consists mostly of nitrogen, but also contains oxygen, carbon dioxide and other gases which are essential for life on Earth.

HYDROSPHERE

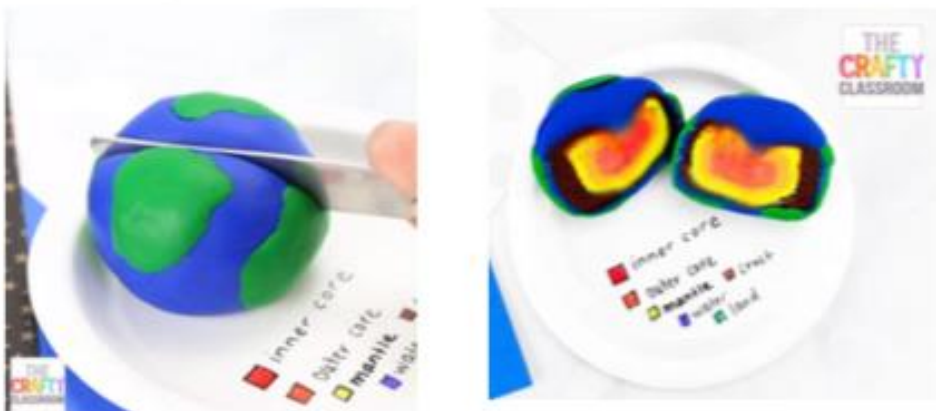
It is all of the water that exists on Earth. Water covers about 75% of the planet. We can find water in all three states of matter: solid, liquid, and gas.

APPENDIX 7: MAKE A GEOSPHERE INSTRUCTIONS

MAKE YOUR OWN GEOSPHERE INSTRUCTIONS

MATERIALS

- MODELLING CLAY (YELLOW, RED, ORANGE, BLUE AND GREEN)
- A PLASTIC KNIFE
- A PAPER



INSTRUCTIONS

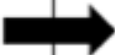
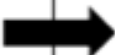
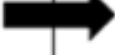
1. Make a small ball with the red clay.
2. Flatten the orange modelling clay and put the red ball inside the orange flat clay. Then, make a ball with the orange clay.
3. Flatten the yellow clay and put the orange ball inside the flat yellow clay. Then, make a ball with the yellow clay.
4. Flatten the blue clay now and put the yellow ball inside the flat blue clay. Then make a ball with the blue clay.
5. Later, decorate your Earth by making the continents with green clay.
6. Cut your Earth in half.
7. Put your Earth on the paper and write a map key where you put the colours and the name of the spheres.

WORKSHEETS FOR BLOCK 2

APPENDIX 8: WEATHER VOCABULARY

THE WEATHER

1. Draw the corresponding weather in each of the boxes and change the word for its noun.

ADJECTIVE		NOUN	DRAWING
SUNNY			
CLOUDY			
RAINY			
STORMY			
SNOWY			
WINDY			
FOGGY			

2. Write questions in the future for each of the adjectives in activity 1 and affirmative and negative answers.

1. Is it going to be sunny tomorrow?	Yes, it is going to be sunny tomorrow
	No, it isn't going to be sunny tomorrow
2.	
3.	
4.	
5.	
6.	
7.	

APPENDIX 9: WORKSHEET FOR GROUP 1

GROUP 1: THE WEATHER

1. Look at the definitions. These factors affect the weather. Choose a landscape to draw and describe the type of weather that you think this landscape will have today and why (it is Winter).

The weather refers to the atmospheric conditions in a specific area at a specific time: it's sunny, foggy, windy, rainy, etc. The factors that make one type of weather or another are:

LATITUDE	It is the measurement of the distance of a place from the Equator. It affects the temperature of a place. If we are closer to the Equator, it gets warmer. If we are far away from the Equator, it is cooler.
LANDFORM	It is the shape of the land (mountains, plain areas, etc.). It affects weather conditions: mountains can stop the air from reaching the areas it blocks. This means that places far away from the sea have more extreme conditions than areas close to the sea. Landform can affect rain: rain comes from clouds and if the mountain is higher than the clouds, the clouds don't pass to the other side.
ALTITUDE	It is the height above sea level. High places are cooler than low places. Clouds can have more water in them when it is cold, so in high places it rains more than in low places.
DISTANCE FROM THE SEA	Water heats up more slowly than land, but also cools down more slowly. This means that places near the sea have more even temperatures than places far away from the sea. Differences are more extreme in places far away from the sea.

LANDSCAPE IN WINTER

WHAT WEATHER DOES THIS LANDSCAPE HAVE TODAY? WHY?

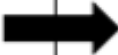
APPENDIX 10: WORKSHEET FOR GROUP 2

GROUP 2: THE WEATHER

1. Look at the definitions. These factors affect the weather. Guess the weather that your peers represent and discuss with the group in what type of landscapes this weather is more likely to occur and why (bear in mind the 4 factors).

The weather refers to the atmospheric conditions in a specific area at a specific time: it's sunny, foggy, windy, rainy, etc. The factors that make one type of weather or another are:

LATITUDE	It is the measurement of the distance of a place from the Equator. It affects the temperature of a place. If we are closer to the Equator, it gets warmer. If we are far away from the Equator, it is cooler.
LANDFORM	It is the shape of the land (mountains, plain areas, etc.). It affects weather conditions: mountains can stop the air from reaching the areas it blocks. This means that places far away from the sea have more extreme conditions than areas close to the sea. Landform can affect rain: rain comes from clouds and if the mountain is higher than the clouds, the clouds don't pass to the other side.
ALTITUDE	It is the height above sea level. High places are cooler than low places. Clouds can have more water in them when it is cold, so in high places it rains more than in low places.
DISTANCE FROM THE SEA	Water heats up more slowly than land, but also cools down more slowly. This means that places near the sea have more even temperatures than places far away from the sea. Differences are more extreme in places far away from the sea.

WEATHER	WHERE CAN WE FIND THIS WEATHER? WHY?
	
	
	

APPENDIX 11: WEATHER FLASHCARDS

Retreived from: <https://www.supplyme.com/products/weather-flash-cards-a3345>



APPENDIX 12: WORKSHEET FOR GROUP 3

GROUP 3: THE WEATHER

1. Look at the definitions. These factors affect the weather. Read the text about the weather in a part of the world. In what type of landscape do you think it is? Why do you think the weather is like that?

The weather refers to the atmospheric conditions in a specific area at a specific time: it's sunny, foggy, windy, rainy, etc. The factors that make one type of weather or another are:

LATITUDE	It is the measurement of the distance of a place from the Equator. It affects the temperature of a place. If we are closer to the Equator, it gets warmer. If we are far away from the Equator, it is cooler.
LANDFORM	It is the shape of the land (mountains, plain areas, etc.). It affects weather conditions: mountains can stop the air from reaching the areas it blocks. This means that places far away from the sea have more extreme conditions than areas close to the sea. Landform can affect rain: rain comes from clouds and if the mountain is higher than the clouds, the clouds don't pass to the other side.
ALTITUDE	It is the height above sea level. High places are cooler than low places. Clouds can have more water in them when it is cold, so in high places it rains more than in low places.
DISTANCE FROM THE SEA	Water heats up more slowly than land, but also cools down more slowly. This means that places near the sea have more even temperatures than places far away from the sea. Differences are more extreme in places far away from the sea.

READ THE TEXT CAREFULLY

https://www.learnamericanenglishonline.com/Reading/Blue_Level_Reading/15_The_weather_today_is_very_cold.html

The weather today is very cold. It's just a few degrees above zero right now, and it's probably going to snow. The sky is grey and cloudy.

Yesterday's weather was like today's. It was cold and cloudy, and then it snowed in the afternoon. In the evening, it got really, really cold. After midnight, the temperature was ten degrees below zero.

The winter in Minnesota is long and hard. Usually, the snow starts to fall in November and it stops falling in March. In April it melts. On average, there are five months of winter weather.

WHAT WEATHER DOES THIS PLACE HAVE TODAY? WHY?

APPENDIX 13: WORKSHEET FOR GROUP 4

GROUP 4: THE WEATHER

1. Look at the definitions. These factors affect the weather. Read the characteristics of this Winter plant. Describe the characteristics of the landscape where you would plant it so that it can survive?

The weather refers to the atmospheric conditions in a specific area at a specific time: it's sunny, foggy, windy, rainy, etc. The factors that make one type of weather or another are:

LATITUDE	It is the measurement of the distance of a place from the Equator. It affects the temperature of a place. If we are closer to the Equator, it gets warmer. If we are far away from the Equator, it is cooler.
LANDFORM	It is the shape of the land (mountains, plain areas, etc.). It affects weather conditions: mountains can stop the air from reaching the areas it blocks. This means that places far away from the sea have more extreme conditions than areas close to the sea. Landform can affect rain: rain comes from clouds and if the mountain is higher than the clouds, the clouds don't pass to the other side.
ALTITUDE	It is the height above sea level. High places are cooler than low places. Clouds can have more water in them when it is cold, so in high places it rains more than in low places.
DISTANCE FROM THE SEA	Water heats up more slowly than land, but also cools down more slowly. This means that places near the sea have more even temperatures than places far away from the sea. Differences are more extreme in places far away from the sea.

THE SIBERIAN IRIS



CHARACTERISTICS

These beautiful flowers can be of many different colours: blue, yellow, purple, etc.

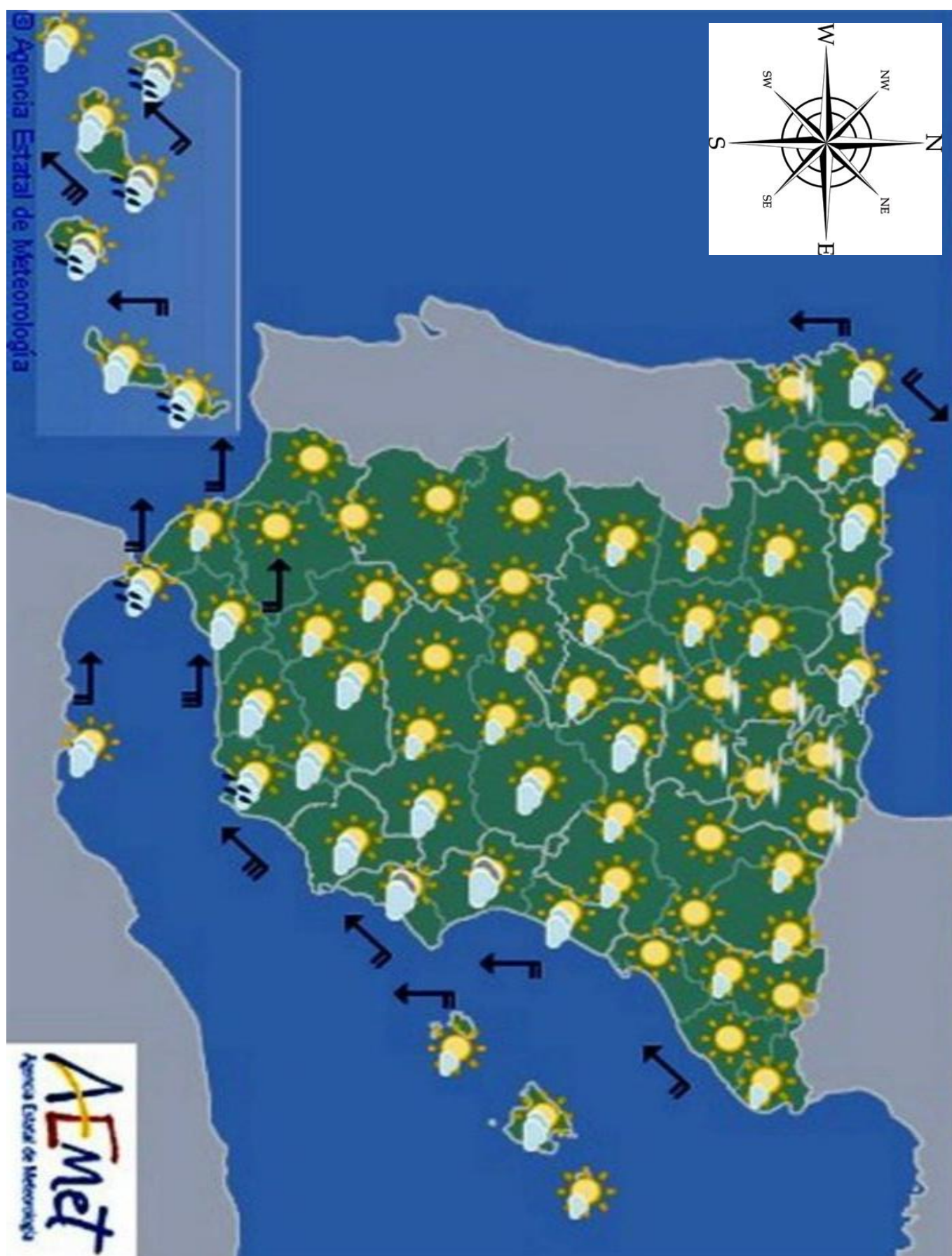
They need a lot of rain and very cold weather. They can survive temperatures below 0°C, they are very resistant.

If you want this plant to grow tall and nice, you must plant it somewhere with very cold, rainy, and snowy weather.

WHERE WOULD YOU PLANT THE SIBERIAN IRIS? WHY? (Use the 4 factors to justify your answer)

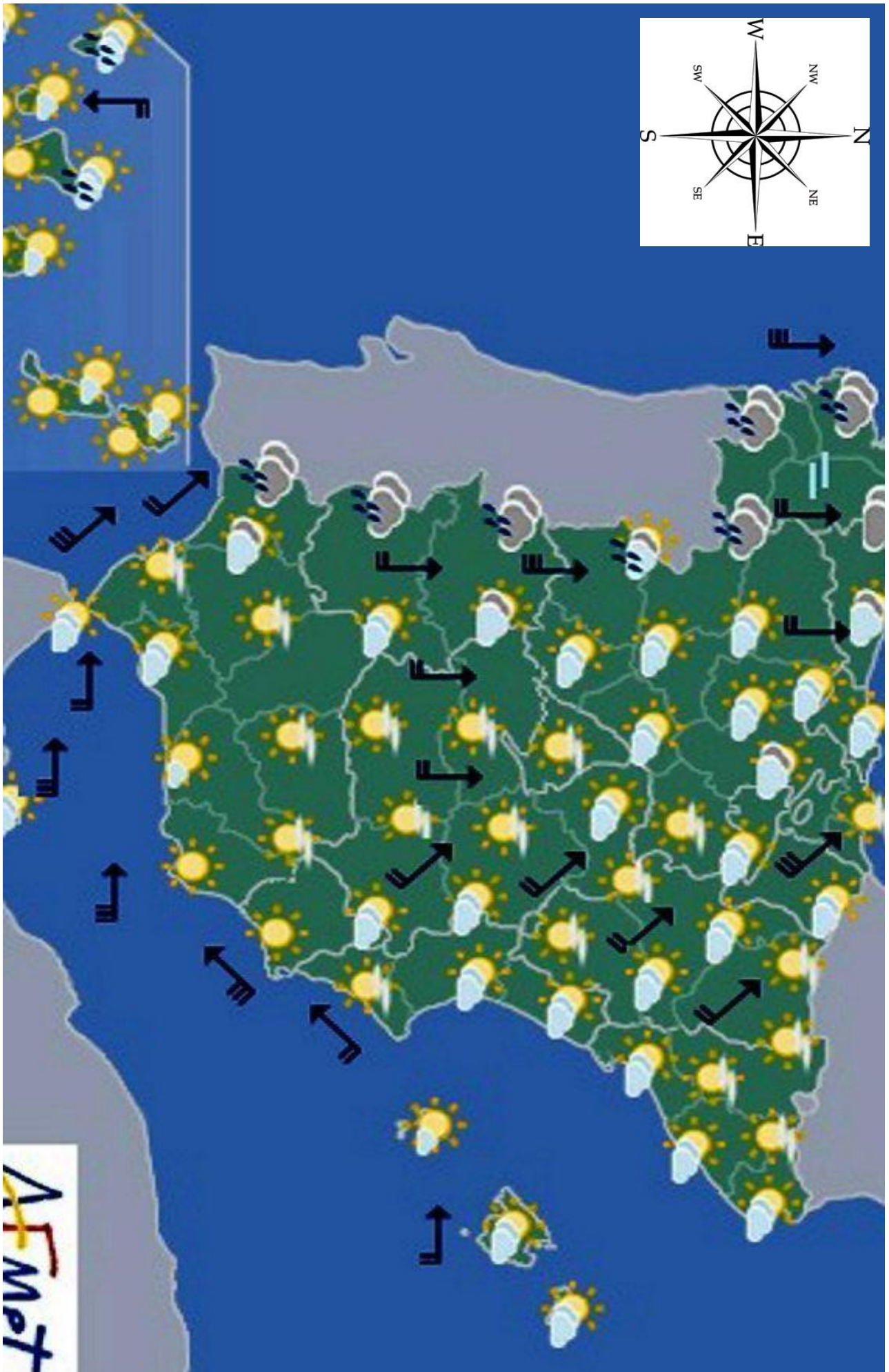
I would plant the Siberian Iris...

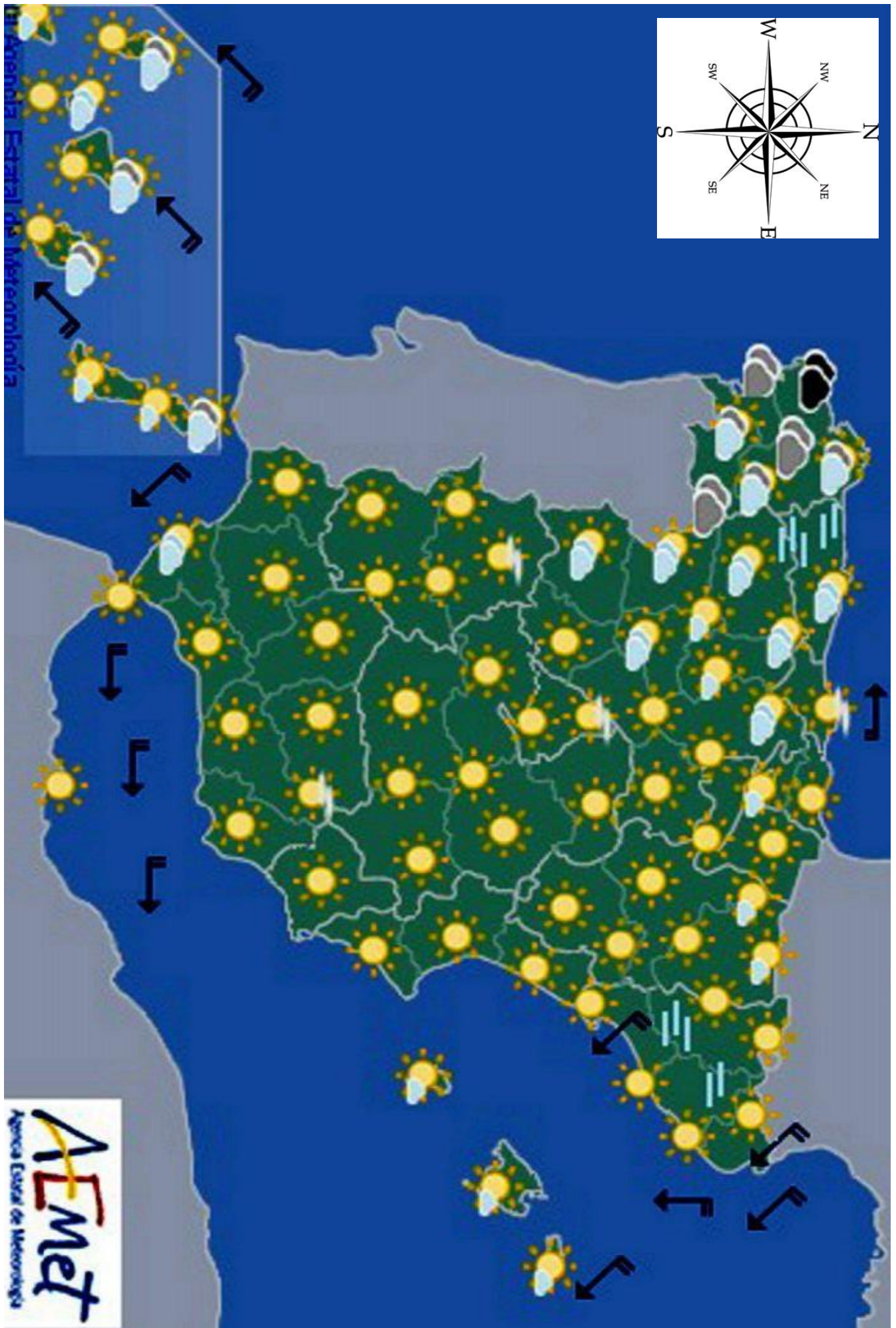
APPENDIX 14: WEATHER IN SPAIN











WORKSHEETS FOR BLOCK 3

APPENDIX 15: CLIMATE VOCABULARY & PREVIOUS KNOWLEDGE

THE CLIMATE ZONES IN SPAIN



1. What are the **climate zones** in Spain?
 - a) Oceanic, Continental, and Arid (or Subtropical)
 - b) Mountain (or Alpine) and Mediterranean
 - c) All of the above
2. The Oceanic climate is...
 - a) **Hot** in winter and hot in summer
 - b) Hot in winter and **cool** in summer
 - c) Cool in winter and **mild** in summer
3. The Continental climate is...
 - a) Very **cold** in winter and very hot in summer
 - b) Very hot in winter and very cold in summer
 - c) Very hot in winter and very hot in summer
4. The Arid (or Subtropical) climate is...
 - a) Low **temperatures** all year
 - b) High temperatures all year
 - c) Low temperatures in **summer** and high temperatures in **winter**

5. The Mountain (or Alpine) climate is...
 - a) Cold in winter and hot in summer
 - b) Cold in winter and cool in summer
6. The Mediterranean climate is...
 - a) Hot in summer and hot in winter
 - b) Cold in summer and cold in winter
 - c) Mild in winter and hot in summer
7. In Oceanic climate there are **high precipitations** all year
 - a) True
 - b) False
8. In Continental Climate there are **low** precipitations.
 - a) True
 - b) False
9. In Mountain (or Alpine) climate it never snows.
 - a) True
 - b) False
10. We find **flora** and **fauna** in every climate zona.
 - a) True
 - b) False

WORD	DEFINITION
Climate zones	
Hot	
Cold	

Mild	
Cool	
Temperatures	
Winter	
Summer	
High	
Low	
Precipitations	
Flora	
Fauna	

APPENDIX 16: WORKSHEET FOR GROUP 1

GROUP 1: CLIMATE ZONES IN SPAIN

1. Read the texts about the climate zones in Spain. Then, associate each image to the corresponding text. Write the number of the image where it corresponds.

OCEANIC CLIMATE	• Cool winters and mild summers. • High precipitation all year. • Flora: wide forests, oak trees, ferns, mosses. • Fauna: Iberian brown bears, salmon.	IMAGES
CONTINENTAL CLIMATE	• Very cold winters and very hot summers. • Low precipitation, occasional summer storms. • Flora: coniferous and deciduous trees, thyme. • Fauna: deer, hares, wild boars, foxes, squirrels, trout.	IMAGES
ARID CLIMATE	• High temperatures all year. • Low precipitation. • Flora: pine trees, cacti, palm trees, dragon trees. • Fauna: lizards, turtles.	IMAGES
MOUNTAIN CLIMATE	• Cold winters and cool summers. • High precipitation and snow in the winter. • Flora: oak trees and beeches at lower altitude, coniferous trees at high altitude. • Fauna: chamois, vulture, eagles.	IMAGES
MEDITERRANEAN CLIMATE	• Mild winters and hot summers. • Low precipitation, but sometimes high in autumn. • Flora: pine trees, oak trees, heather. • Fauna: Iberian lynx, rabbits, flamingos.	IMAGES



APPENDIX 17: WORKSHEET FOR GROUP 2

GROUP 2: CLIMATE ZONES IN SPAIN

1. Read the texts about the climate zones in Spain. Then, associate each image to the corresponding text. Write the number of the image where it corresponds.

OCEANIC CLIMATE	• Cool winters and mild summers. • High precipitation all year. • Flora: wide forests, oak trees, ferns, mosses. • Fauna: Iberian brown bears, salmon.
CONTINENTAL CLIMATE	• Very cold winters and very hot summers. • Low precipitation, occasional summer storms. • Flora: coniferous and deciduous trees, thyme. • Fauna: deer, hares, wild boars, foxes, squirrels, trout.
ARID CLIMATE	• High temperatures all year. • Low precipitation. • Flora: pine trees, cacti, palm trees, dragon trees. • Fauna: lizards, turtles.
MOUNTAIN CLIMATE	• Cold winters and cool summers. • High precipitation and snow in the winter. • Flora: oak trees and beeches at lower altitude, coniferous trees at high altitude. • Fauna: chamois, vulture, eagles.
MEDITERRANEAN CLIMATE	• Mild winters and hot summers. • Low precipitation, but sometimes high in autumn. • Flora: pine trees, oak trees, heather. • Fauna: Iberian lynx, rabbits, flamingos.

LYRICS FOR THE SONG

TIPS: Try to make short sentences and equally long. Think of words that rhyme. Think what instruments could be good to use.

INSTRUMENTS

APPENDIX 18: WORKSHEET FOR GROUP 3

GROUP 3: CLIMATE ZONES IN SPAIN

1. Read the texts about the climate zones in Spain. Then, associate each image to the corresponding text. Write the number of the image where it corresponds.

OCEANIC CLIMATE	• Cool winters and mild summers. • High precipitation all year. • Flora: wide forests, oak trees, ferns, mosses. • Fauna: Iberian brown bears, salmon.
CONTINENTAL CLIMATE	• Very cold winters and very hot summers. • Low precipitation, occasional summer storms. • Flora: coniferous and deciduous trees, thyme. • Fauna: deer, hares, wild boars, foxes, squirrels, trout.
ARID CLIMATE	• High temperatures all year. • Low precipitation. • Flora: pine trees, cacti, palm trees, dragon trees. • Fauna: lizards, turtles.
MOUNTAIN CLIMATE	• Cold winters and cool summers. • High precipitation and snow in the winter. • Flora: oak trees and beeches at lower altitude, coniferous trees at high altitude. • Fauna: chamois, vulture, eagles.
MEDITERRANEAN CLIMATE	• Mild winters and hot summers. • Low precipitation, but sometimes high in autumn. • Flora: pine trees, oak trees, heather. • Fauna: Iberian lynx, rabbits, flamingos.

LOOK AT THE ANIMAL AND RESPOND

1. Where does a Brown Bear live better? Why?



LOOK AT THE ANIMAL AND RESPOND

2. Where does a Deer live better? Why?



LOOK AT THE ANIMAL AND RESPOND

3. Where does a Flamingo live better? Why?



LOOK AT THE ANIMAL AND RESPOND

5. Where does a Lizard live better? Why?



LOOK AT THE ANIMAL AND RESPOND

4. Where does a Vulture live better? Why?



APPENDIX 19: WORKSHEET FOR GROUP 4

GROUP 4: CLIMATE ZONES IN SPAIN

1. Read the texts about the climate zones in Spain. Then, associate each image to the corresponding text. Write the number of the image where it corresponds.

OCEANIC CLIMATE	• Cool winters and mild summers. • High precipitation all year. • Flora: wide forests, oak trees, ferns, mosses. • Fauna: Iberian brown bears, salmon.	
	PROBLEM In a forest, it rained for 20 days. Each day it rained 50 litres of water (per m ²). How many litres of water did it rain in 20 days?	SOLUTION

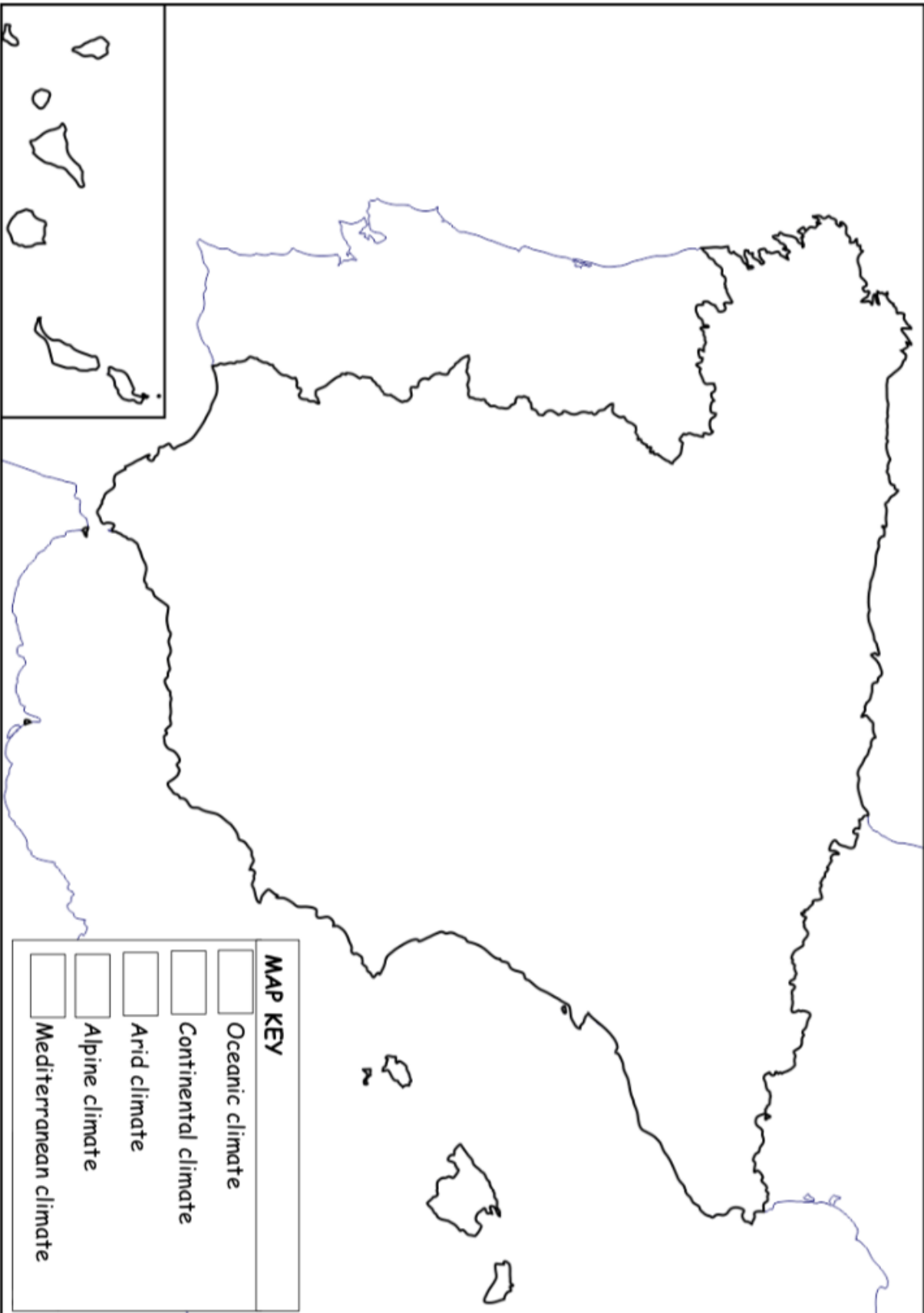
ARID CLIMATE	• High temperatures all year. • Low precipitation. • Flora: pine trees, cacti, palm trees, dragon trees. • Fauna: lizards, turtles.	
	PROBLEM In the winter, in an arid climate zone, it is 15 °C. In the summer, in this same place, it is 41°C. What is the difference of temperature between the summer and the winter?	SOLUTION

CONTINENTAL CLIMATE	• Very cold winters and very hot summers. • Low precipitation, occasional summer storms. • Flora: coniferous and deciduous trees, thyme. • Fauna: deer, hares, wild boars, foxes, squirrels, trout.
PROBLEM In a Continental landscape there was a family of 36 rabbits. The weather was so hot in the summer that $\frac{3}{4}$ of the rabbits decided to leave to a Mediterranean climate. How many rabbits left?	SOLUTION
MOUNTAIN CLIMATE	• Cold winters and cool summers. • High precipitation and snow in the winter. • Flora: oak trees and beeches at lower altitude, coniferous trees at high altitude. • Fauna: chamois, vulture, eagles.
PROBLEM In a Mountain climate, one day in the winter it snowed a lot. For every hour of precipitation, the snow went up 2,5cm. How many centimetres of snow were there after 4 and a half hours of snow?	SOLUTION
MEDITERRANEAN CLIMATE	• Mild winters and hot summers. • Low precipitation, but sometimes high in autumn. • Flora: pine trees, oak trees, heather. • Fauna: Iberian lynx, rabbits, flamingos.
PROBLEM In a Mediterranean climate, there was a forest of 8502 pine trees. That summer, an accidental fire, burnt $\frac{1}{3}$ of the forest. How many pine trees left?	SOLUTION

APPENDIX 20: BLANK MAP OF SPAIN

CLIMATE ZONES OF SPAIN

1. Use the modelling clay to mark the different climate zones of Spain. Then complete the Map Key.



ASSESSMENT & RUBRICS

APPENDIX 21: ASSESSMENT CRITERIA

In the following section we will specify the specific criteria that will be considered in the didactic proposal, just as established in the Decree 108/2014, 4th of July, of the Council, by which the curriculum is established and the general planning of Primary Education in the Valencian Community is developed.

First, we will specify the assessment criteria in relation to the content subject of Social Science. Then, we will also specify the criteria we will use in relation to the English language, also as specified in the curriculum. In relation to Social Science, the followed criteria will be:

From Block 1 (page 16361 of the curriculum):

- **BL1.2:** To obtain information of different sources and organise it using several procedures like elaborating schemes, summaries or conceptual maps by using technological tools.
- **BL1.4:** To elaborate an informative text based on a previous planification where the followed steps and conclusions are specified by mentioning the source of information with the help of ICTs and using an adequate terminology.
- **BL1.5:** To show initiative to act effectively to develop activities that include planning, sharing constructive ideas, listening to others, fomenting effort and participation to attain common objectives, recognising their contributions, dialoguing to overcome differences and fomenting harmony.
- **BL1.6:** To be aware of the learning requirements, maintain concentration and effort during its elaboration, adapting to changes without becoming discouraged because of difficulties, trying to resolve any doubts through their own capabilities by asking themselves and looking for the necessary help.
- **BL1.7:** To plan on the elaboration of a product or a task by establishing goals, proposing an organised plan of actions to achieve them, selecting materials, assessing the process and the final product's quality with the help of observational guides.

From Block 2 (page 16362 of the curriculum):

- **BL2.2:** To describe the elements of some type of maps, globes, and popular geolocation systems according to their functionality and pointing out some advantages and limitations.

- **BL2.3:** To apply the notion of climate factors to explain the climatic zones in Spain through maps, establishing examples on how the climate influences the landscapes in terms of their flora and fauna, as well as human activity.
- **BL2.7:** To examine some environmental issues related with sustainable development like exhausting resources. The lack or deterioration of resources that come from the ground, such as raw materials and water because of contamination due to human actions.

In relation to the foreign language, English, the considered criteria will be:

From Block 1 (page 16420 of the curriculum):

- **BL1.1:** To identify the general sense, the essential information, and the main aspects in brief oral texts using standard language, with simple structures and frequent lexical structures, clearly and slowly articulated about common topics related with own experiences and interests in contexts related to personal, public, and educational contexts, as long as the acoustic conditions are adequate [...] and count with visual support and a clear contextual reference.
- **BL1.2:** To use, with supervision, the adequate basic strategies for oral text comprehension, analysing non-verbal elements, important words, and context references to get a general idea of the meaning, as well as formulating hypothesis with the help of the teaching staff and class peers.

From Block 2 (page 16422 of the curriculum):

- **BL2.2:** To apply basic planning, implementing, and assessing strategies freely and with teaching staff supervision, to produce brief and simple oral texts, knowing how to learn from mistakes and to self-assess their own production, showing initiative and effort.
- **BL2.5:** To interpret the task's requirements and maintain concentration and effort while they carry it out, adapting to change without becoming discouraged in front of difficulties, trying to resolve doubts through their own abilities by questioning and looking for help.
- **BL2.6:** To act effectively as a team, accepting their role and their task, giving their best to achieve common goals, contributing and valuing others and using language to resolve conflicts and discrepancies.

From Block 3 (page 16423 of the curriculum):

- **BL3.1:** To identify the general sense, the essential information, and the main aspects in brief written texts using standard language, with simple structures and frequent lexical structures, clearly and slowly articulated about common topics related with own experiences and interests in contexts related to personal, public, and educational contexts, as long as the acoustic conditions are adequate [...] and count with paratextual support and differentiating basic orthographic signs and sound-letter relationship.
- **BL3.2:** To use the most adequate basic strategies for the comprehension of a written text, general sense or the main aspects, to get a general idea of the meaning, to formulate hypothesis with help of the teacher and of classmates, and to explore their own learning in varied contexts.

From Block 4 (page 16425 of the curriculum):

- **BL4.1:** To produce with supervision, brief and simple written texts, individually and cooperatively, applying basic orthographic rules, graphical patterns and the main sign punctuation to talk about themselves, in a more immediate context and the aspects of their daily life and in familiar situations.
- **BL4.4:** To use with supervision, a limited repertoire of high frequency written lexicon related to familiar situations and common topics, related with their own interests, experiences, and needs.

In the following pages we can find the different rubrics needed to assess the different blocks. There are 3 assessment rubrics (one per block of content) which focus on the specific Multiple Intelligences developed throughout the activity, as well as in the competence of the foreign language needed to develop the activities correctly.

APPENDIX 22: ASSESSMENT RUBRIC BLOCK 1

BLOCK 1 ASSESSMENT: MODEL OF A GEOSPHERE

BLOCK 1 ASSESSMENT: MODEL OF A GEOSPHERE					
STUDENT NAME					
	0-4	4-5	5-7	7-9	9-10
40% VISUAL INTELLIGENCE & BODILY-KINAESTHETIC INTELLIGENCE					
• Tidy/Untidy work (20%)	Doesn't take care & doesn't present things in a tidy way (-40%)	Rarely presents work in an organised manner (40%-50%)	Occasionally has good work presentation (50%-70%)	Most of the work is well presented (70%-90%)	Shows great presentation of the portfolio (90%-100%)
• Complete/Incomplete work (20%)	Doesn't finish the project with any of the colours and there is no key map (-40%)	Finishes the project but is missing 3 or more colours and the key map is incomplete (40%-50%)	Finishes the project with two colours missing and the key map is incomplete (50%-70%)	Finishes the project with one colour missing and the key map is mostly complete (70%-90%)	Finishes the project with all of the specified colours and the key map is complete (90%-100%)
20% INTRAPERSONAL INTELLIGENCE					
• Effort (10%)	Doesn't show interest during the project (-40%)	Rarely shows interest during the project (40%-50%)	Occasionally shows interest during the project (50%-70%)	Usually shows interest during the project (70%-90%)	Always shows interest during the project (90%-100%)
• Individual work (10%)	Doesn't work well alone (-40%)	Rarely works well alone (40%-50%)	Occasionally works alone (50%-70%)	Usually works well alone (70%-90%)	Always works well alone (90%-100%)
40% FOREIGN LANGUAGE					
• Following instructions	Doesn't understand and doesn't look for solutions to comprehend the instructions (-40%)	Doesn't understand and rarely looks for solutions to comprehend the instructions (40%-50%)	Understands part of the instructions and occasionally looks for solutions to comprehend them (50%-70%)	Understands most of the instructions and usually looks for solutions to comprehend them (70%-90%)	Understands or always looks for solutions to understand the instructions (90%-100%)
• Writing	The writing of the key map is either incomplete or in Spanish (-40%)	The writing of the key map is incomplete or with major grammatical mistakes (40%-50%)	The writing of the key map is complete with significant grammatical mistakes (50%-70%)	The writing of the key map is mostly correct (70%-90%)	The writing of the key map is very good (90%-100%)
COMMENTS					

APPENDIX 23: ASSESSMENT RUBRIC BLOCK 2

BLOCK 2 ASSESSMENT: WEATHER PRESENTATION

BLOCK 2 ASSESSMENT: WEATHER PRESENTATION					
STUDENT NAME					
	0-4	4-5	5-7	7-9	9-10
40% VISUAL INTELLIGENCE & BODILY-KINAESTHETIC INTELLIGENCE					
• Tidy/Untidy work (20%)	Doesn't take care & doesn't present things in a tidy way (-40%)	Rarely presents work in an organised manner (40%-50%)	Occasionally has good work presentation (50%-70%)	Most of the work is well presented (70%-90%)	Shows great presentation of the portfolio (90%-100%)
• Complete/Incomplete work (20%)	Doesn't take part in the presentation and preparation (-40%)	Rarely takes part in the presentation and preparation (40%-50%)	Occasionally takes part in the presentation and preparation (50%-70%)	Usually takes part in the presentation and preparation (70%-90%)	Always takes part in the presentation and preparation (90%-100%)
20% INTERPERSONAL INTELLIGENCE					
• Effort (10%)	Doesn't show interest during the presentation and affects the team performance (-40%)	Rarely shows interest during the project, affecting the team presentation (40%-50%)	Occasionally shows interest during the presentation, helping the team sometimes and affecting it others (50%-70%)	Usually shows interest during the presentation, helping the team most of the time (70%-90%)	Always shows interest during the presentation, improving the team's performance (90%-100%)
• Group work (10%)	Doesn't work well with others (-40%)	Rarely works well with others (40%-50%)	Occasionally works well with others (50%-70%)	Usually works well with others (70%-90%)	Always works well with others (90%-100%)
40% FOREIGN LANGUAGE					
• Weather Vocabulary (20%)	Doesn't show a good level of understanding and doesn't know how to use the weather vocab. (-40%)	Rarely shows a good level of understanding and rarely knows how to use the weather vocab. (40%-50%)	Occasionally show a good level of understanding and how to use the weather vocab. (50%-70%)	Usually show a good level of understanding and how to use the weather vocab. (70%-90%)	Shows a good level of understanding and knows how to use the weather vocab. (90%-100%)
• Speaking (communicative approach) (20%)	Doesn't make him/herself understood during the presentation (-40%)	Rarely makes him/herself understood during the presentation (40%-50%)	Occasionally makes him/herself understood during the presentation (50%-70%)	Usually makes him/herself understood during the presentation (70%-90%)	Always makes him/herself understood during the presentation (90%-100%)
COMMENTS					

APPENDIX 24: ASSESSMENT RUBRIC BLOCK 3

BLOCK 3 ASSESSMENT: CLIMATE ZONES IN SPAIN

BLOCK 3 ASSESSMENT: CLIMATE ZONES IN SPAIN					
STUDENT NAME					
	0-4	4-5	5-7	7-9	9-10
40% VISUAL INTELLIGENCE & BODILY-KINAESTHETIC INTELLIGENCE					
• Tidy/Untidy work (20%)	Doesn't take care & doesn't present things in a tidy way (-40%)	Rarely presents work in an organised manner (40%-50%)	Occasionally has good work presentation (50%-70%)	Most of the work is well presented (70%-90%)	Shows great presentation of the portfolio (90%-100%)
• Complete/Incomplete work (20%)	Doesn't finish the project with any of the colours and the key map isn't complete (-40%)	Finishes the project but is missing 3 or more colours and the key map isn't complete (40%-50%)	Finishes the project with two colours missing and the key map is incomplete (50%-70%)	Finishes the project with one colour missing and the key map is mostly complete (70%-90%)	Finishes the project with all of the specified colours and the key map is complete (90%-100%)
20% INTRAPERSONAL INTELLIGENCE					
• Effort (10%)	Doesn't show interest during the project (-40%)	Rarely shows interest during the project (40%-50%)	Occasionally shows interest during the project (50%-70%)	Usually shows interest during the project (70%-90%)	Always shows interest during the project (90%-100%)
• Individual work (10%)	Doesn't work well alone (-40%)	Rarely works well alone (40%-50%)	Occasionally works alone (50%-70%)	Usually works well alone (70%-90%)	Always works well alone (90%-100%)
40% FOREIGN LANGUAGE					
• Following instructions (20%)	Doesn't understand and doesn't look for solutions to comprehend the instructions (-40%)	Doesn't understand and rarely looks for solutions to comprehend the instructions (40%-50%)	Understands part of the instructions and occasionally looks for solutions to comprehend them (50%-70%)	Understands most of the instructions and usually looks for solutions to comprehend them (70%-90%)	Understands or always looks for solutions to understand the instructions (90%-100%)
• Vocabulary and understanding (20%)	Doesn't show understanding of the climate zones (-40%)	Rarely shows understanding of the climate zones (40%-50%)	Occasionally shows understanding of the climate zones (50%-70%)	Usually shows understanding of the climate zones (70%-90%)	Shows good understanding of the climate zones (90%-100%)
COMMENTS					

APPENDIX 25: FINAL TEST

THE CLIMATE ZONES IN SPAIN

MULTIPLE CHOICE (0,5 each)

1. The Oceanic climate is...
 - a) Hot in winter and hot in summer
 - b) Hot in winter and cool in summer
 - c) Cool in winter and mild in summer
2. The Continental climate is...
 - a) Very cold in winter and very hot in summer
 - b) Very hot in winter and very cold in summer
 - c) Very hot in winter and very hot in summer
3. The Mediterranean climate is...
 - a) Hot in summer and hot in winter
 - b) Cold in summer and cold in winter
 - c) Mild in winter and hot in summer
4. The hydrosphere is...
 - a) The plants in the surface of the Earth
 - b) The animals in the surface of the Earth
 - c) The water in the surface of the Earth
5. In Spain the hottest climate in the summer is...
 - a) Mediterranean
 - b) Arid
 - c) Oceanic
6. In Oceanic climate there are high precipitations all year
 - a) True
 - b) False

7. In Continental Climate there are low precipitations.

- a) True
- b) False

8. In Mountain (or Alpine) climate it never snows.

- a) True
- b) False

9. We find flora and fauna in every climate zone.

- a) True
- b) False

10. The Geosphere is composed of 4 layers:

- a) True
- b) False

OPEN QUESTIONS

11. Define the Geosphere and its characteristics (1 point).

12. Talk about the Mountain climate (1 point).

13. What four factors affect climate? Why? (1 point)

14. Listen to a person talking about the weather in their city. In which climate zone could you place this city in Spain? Why? (1 point)

ORAL QUESTION

15. Go to your teacher and answer the question. The teacher will tick the box according to your answer (1 point).

0 - 0,4	0,4 - 0,5	0,5 - 0,7	0,7 - 0,9	0,9 - 1
Doesn't know about the topic and is not able to communicate accurately	Knows very little on the topic but is not able to make him/herself understood	Knows part of the topic and uses language well enough to make him/herself understood	Knows nearly everything on the topic and uses good communicative strategies	Knows everything and is able to use language very well to communicate.

ATTENTION TO DIVERSITY

APPENDIX 26: GLOSSARY BLOCK 1

GLOSSARY BLOCK 1: SPHERES OF THE EARTH

USEFUL WORDS

ENGLISH	SPANISH
Atmosphere	Atmósfera
Biosphere	Biosfera
Geosphere	Geoesfera
Layer	Capa
Surround	Rodear
Living organisms	Seres vivos
Ecosystem	Ecosistema
States of matter	Estados de la materia
Core	Núcleo
Mantle	Mantel
Crust	Corteza

GRAMMATICAL STRUCTURES

VERB TO BE

I am
You are
He/She/It is
We are
You are
They are

We use "IT" when we are talking about SOMETHING
(e.g. The Atmosphere is = It is)



The Atmosphere is the layer of gasses that surround the Earth



It is the layer of gasses that surround the Earth

APPENDIX 27: GLOSSARY BLOCK 2

GLOSSARY BLOCK 2: THE WEATHER IN SPAIN

USEFUL WORDS

ENGLISH	SPANISH
Rainy	Lluvioso
Sunny	Soleado
Cloudy	Nublado
Stormy	Hay tormenta
Windy	Hace viento
Snowy	Nieva
Country	País
Latitude	Latitud
Landform	Relieve
Altitude	Altura
Distance from the sea	Distancia del mar
Temperature	Temperatura
Inland	Tierra que está lejos del mar
High	Alto
Low	Bajo
North	Norte
South	Sur
East	Este
West	Oeste

GRAMMATICAL STRUCTURES

VERB TO BE + GOING TO (for future predictions)

I am going to...

You are going to...

He/She/It is going to...

We are going to...

You are going to...

They are going to...

We use "IT" to talk about the weather
(e.g. **It** is sunny)

We use "GOING TO" when we want to make a prediction (something that we don't know if it is secure)



Verb to be + going to be + weather



It is going to be sunny tomorrow

APPENDIX 28: GLOSSARY BLOCK 3

GLOSSARY BLOCK 3: THE CLIMATE IN SPAIN

USEFUL WORDS

ENGLISH	SPANISH
Climate	Clima
Cool	Fresco
Mild	Suave
Cold	Frío
Hot	Calor
Flora	Conjunto de plantas
Fauna	Conjunto de animales
Precipitation	Precipitación
Coast	Costa
Rain	Lluvia
Map	Mapa
Modelling clay	Plastilina
Oceanic climate	Clima Oceánico
Continental climate	Clima Continental
Arid climate	Clima árido
Mountain climate	Clima de montaña
Mediterranean climate	Clima mediterráneo
Summer	Verano
Winter	Invierno
Autumn	Otoño
Spring	Primavera

GRAMMATICAL STRUCTURES

VERB TO BE (PAST)

I was
You were
He/She/**It** was
We were
You were
They were

We use "IT" to talk about the climate
(e.g. **It** is cool in the summer)

We use the PAST when we want to talk about something that already occurred
(e.g. It was cool last winter)



It + Verb to be in the past + climate



It was hot last summer