

PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>

IDENTIFICATION

Project teaching sequence TITLE	How do we convince adults to give up smoking?
AUTHOR(S)	Ana Isabel Vizcaíno
With the support of	Oriol Pallarés
COE Level	A1
Grade	CM primary School
Content areas	Science/Maths
Number of sessions	4
Teacher(s) involved	Ana Isabel Vizcaíno Margalló
Key words	Biology ,health, Text and image edition, English competence and cooperative work.

INTRODUCTION TO THE PROJECT TEACHING SEQUENCE

Are you worried about your family's health? Are you worried about what will happen if they don't give up bad habits? Would you like to help them to improve their physical condition? Is there anything that we can do?

If we work together we will reach our goal. But... **How do we convince adults to give up smoking?**

GOALS	HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS?
1. Research, organize and share information about smoking effects.	1.1 Consults some resources in order to get information about smoking effects and classify this information in a concept map.
2. Understand, reflect about which are the worst drawbacks of smoking.	2.1 Recognizes which are the three most damaged systems in the body because of smoking and explains those damages.

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<p>3. Discuss and make agreements about which is the best way to convince the adults to give up smoking (Conference, posters, article in the blog school...).</p> <p>4. Use text and image editor to create the materials that they will use to achieve the BIG GOAL (Convince adults of give up smoking).</p>	<p>2.2. Identifies other parts of the body that suffer changes in people who smoke (teeth, skin, less sense of taste and smell...)</p> <p>2.3 Calculates the economic expense of being a smoker for a year, for five years, ten years...)</p> <p>2.4 Considers and discusses about other drawbacks of smoking such as social rejection or lack of beauty and put them all in a list, organized by importance.</p> <p>3.1 Expresses own opinions.</p> <p>3.2 Listens and appreciates other's opinions.</p> <p>3.3 Makes decisions according to the rest of the group and come to an agreement.</p> <p>4.1Handles the most important tools of text editor and image editor while creating their posters,article, conference...</p>
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<p>FINAL PRODUCT What is the final product?</p>	<p>They will decide between different options:</p> <ul style="list-style-type: none"> -Posters that explain and illustrate smoking bad effects. -Conference about drawbacks of smoking. - Article in our school blog explaining smoking bad effects and asking adults to give up smoking. - (...)
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KEY COMPETENCES		
1	Linguistic communication	*
2	Cultural awareness and expression	
3	Digital competence	*
4	Mathematical	*
5	Learning to learn	*

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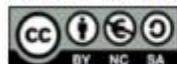


6	Sense of initiative and entrepreneurship	*
7	Interaction with the physical world	*
8	Social and civic competences	*

CONTENTS (Knowledge and Skills)	
TOPIC-RELATED CONTENTS	TOPIC-RELATED SKILLS
<p>1.Parts of the body (The circulatory system, the respiratory system, the skin.)</p> <p>2.Damaging effects or harmful consequences caused by smoking.</p> <p>3.Calculation.</p> <p>4.Text editor and graphic editor tools to create some posters that explain damaging effects caused by smoking.</p> <p>5.Use of dictionary and on line dictionary to find unknown words that they want to translate.</p> <p>6.Collaborative work knowledge.</p>	<p>1.1Describe what happens on respiratory system, circulatory system and skin when people smoke.</p> <p>2.1Analyze and list damaging effects of smoking.</p> <p>3.1Calculate the quantity of money that a smoker could save in a year if he or she gave up smoking.</p> <p>4.1Use text editor and image editor in order to create some posters to convince adults that they should give up smoking.</p> <p>5.1Searches in dictionaries and online dictionaries and translates words or expressions needed to develop the plan.</p> <p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates</p>

CONTENT-OBLIGATORY LANGUAGE

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Use the **present tense** (3rd person singular and plural) and structures **because/because of** to explain the effects of smoking in different parts of the body.

Example: Smoking **causes** (lungs, heart, veins, arteries, ...) disease

Arteries get rigid **because of** the substances of cigarettes.

Use the **present tense affirmative and negative** and vocabulary about family (father, mother, sister, brother, uncle, aunt, grandfather, grandmother) to explain who smokes or who doesn't smokes in their family.

Read the past simple to understand actions happened in the past(A smoker diary)

Use comparatives **more important than, less important than** in order to organize smoking effects by importance.

Example: Lungs cancer is more dangerous than skin ageing.

Use **1st conditional** and prepositions **In/for/during** to explain the approximate expense of a smoker in a concrete period of time.

Example: If you smoke for a week, you will spend _____ euros.

Use structures like **I think, In my opinion, I get your point, You're right, I agree, I don't agree** to discuss with groupmates.

Use structures such as **How much money...? How many euros?**

use structures like **addition, subtraction, multiply, result...**

Vocabulary:

Parts of the body: , circulatory system (heart, veins, arteries, blood), respiratory system (mouth, nose, lungs, bronchial tubes, oxygen), teeth, skin.

Other vocabulary related to smoking: substance, toxic, nicotine, cancer, disease, nocive, damage, damaging, addiction, spend, calculate, money.

Other vocabulary related to poster designing: slogan, image, over, under, in the right side, in the left side, in the middle.

PERSONAL and EMOTIONAL DEVELOPMENT

Make the effort to understand and express what you want to say in english.

Show engagement and responsibility working with classmates.

Evidence there is progress and reflection on your learning process (Self Assessment).

Collaborative work awareness.

MATERIALS and RESOURCES

Images and Flashcards: parts of the body and basic vocabulary about diseases.

Human body model.

Whiteboard to construct the concept map.

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Computer with projection screen.
Internet access to consult the URL where we can find the video "7 reasons to be smoke-free"
Link: <http://kidshealth.org/kid/watch/house/smoking.html#>
Different parts of the text: The diary of a smoker.
Pieces of sentences which talk about smoking effects
Language frames, sentence starters and patterns.
Whiteboard
Dictionaries and online dictionaries to be consulted.
Pieces of paper with some questions to solve the problem about spent money.
Pieces of cardboard and drawing tools.
Dictionaries and online dictionaries.
Computers with "Word" and "Paint" software.
"Work in group" Rubric
"Poster" Rubric.
"Working in pairs" Rubric

REFERENCES

COMMENTS

- Heterogeneous group. Different level of students will be considered.
- Role assignment when setting the groups.
- Positive feedback to pupil's learning process.
- Teacher will provide help in different ways: Images, adapted texts, opportunities for clarification concepts between students in L1...
- Teacher tries to be a facilitator, another resource for the pupils.

ACKNOWLEDGEMENTS

I would like to thank students from 3rd and 4th grade in Escola La Ràpita. They showed great enthusiasm and engagement throughout the project.

I would also like to thank Oriol Pallarés and Rosa Maria Felip for helping and counseling during the development of this unit.

UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	CMC	Assessment
1	1. Motivation and previous knowledge activation. Showing an image and guided dialogue about it.	10'		Class group		Teacher checks pupils' participation. Teacher checks how the pupils construct sentences about smoking and family.
	2. Vídeo 7 reasons to be smoke-free.(Dictogloss)	10' 5'		Pairs Group		Check filled gaps and written sentences by students.
	3. Rubric: working in pairs.	10'		Pairs		Self and pair assessment.
	4. The diary of a smoker. Jigsaw.	20'		Group		Teacher provides feedback while students are working. Rubric: Work in groups. (session 3)
2	1. Remember concepts of the previous day. Find the part that you need to complete your sentence.	5' 5'		Pairs Class Group		Teacher observes pupils' interaction and gives support while they are searching their partners.
	2. Classify smoking effects by body systems affected.	10'		Group		Teacher provides feedback while students are working. Teacher observes how they use structures like I think, In my opinion...
	3. Calculate spent/saved money	10'		Group		Teacher provides feedback while students are

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		10'		Class Group		working .Teacher observes how they use structures like addition, subtraction, multiply, result... Teacher observes how they explain their process and compare their results.
	4. Organize smoking effects by importance.	5' 10'		Pairs Class group		Teacher provides feedback while students are working. Teacher observes how they use structures like I think, In my opinion, I get your point, I don't agree...
3	1. "Work in groups" Rubric.	10'		Individually		Self assessment.
	2. What would you do to convince smokers to give up smoking? Ideas	5' 5'		Pairs Class group		Teacher observes how they use structures like We can make, we can draw, we can write, we can talk...
	3. Let's design a poster to convince smokers to give up smoking.	25'		Group		Teacher provides feedback while students think of slogans, images, text... Teacher checks how students use place prepositions and give them support to improve their expressions.
	4. How can we improve our design?	10'		Class group		Teacher checks and gives support to pupils to use expressions such as: I like..., I don't like..., You can change ...
	1. Let's make our poster.	40'		Group		Teacher provides feedback while students use "word" and "paint" software.
	2. "Work in group" rubric and "Poster" Rubric	15'		Group		Self and pairs assessment.

SESSION-BY-SESSION PLANNING: SESSION 1

Activity 1	
Activity description	<p>Students are given different images in order to make them think off smoking consequences. The teacher will ask them some questions in order to activate their previous knowledge and provide them with basic vocabulary.</p> <p>During the process, the teacher will guide the dialogue emphasizing key vocabulary, using scaffolding techniques and constructing a concept map.</p>
Outcomes	<p>Speaking: the students will have to answer questions about consequences of smoking and who smokes in their families.</p> <p>Writing</p> <p>Conversation</p> <p>Non-linguistic output: some questions will be answered raising hands.</p>
Input	<p>Listening: students have to pay attention and try to understand teacher and classmates' oral productions.</p> <p>Reading: they will have to read the concept map made by the teacher.</p> <p>Viewing:</p> <p>Others:</p>
Subject-matter CONTENT	<p>1.Parts of the body (The circulatory system, the respiratory system, the skin.)</p> <p>2.Damaging effects or harmful consequences (to the body) caused by smoking.</p>

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Content-Obligatory LANGUAGE	<p>Vocabulary: Parts of the body: , circulatory system (heart, veins, arteries, blood), respiratory system (mouth, nose, lungs, bronchial tubes, oxygen), teeth, skin. Family (father, mother, sister, brother, uncle, aunt, grandfather, grandmother)</p> <p>Other vocabulary related to smoking: substance, toxic, nicotine, cancer, disease, nocive, damage, damaging, addiction, spend money.</p> <p>Present tense (3rd person singular and plural) and structures because/because of to explain the effects of smoking in different parts of the body.</p>
Timing	10'
Format of interaction / Grouping	<p>Individual work</p> <p>Peer interaction</p> <p>Teacher-led interaction: the teacher will guide the dialogue.</p>
CMC (Computer Mediated Communication)	
Material	<p>Images and Flashcards: parts of the body and basic vocabulary about diseases.</p> <p>Human body model.</p> <p>Whiteboard to construct the concept map.</p>
Assessment	<p>Self-assessment:</p> <p>Peer assessment:</p> <p>Teacher assessment: Teacher checks pupils' participation and how they construct sentences about smoking and family.</p>

Activity 2	
Activity description	The Vídeo "7 reasons to be smoke-free" is showed to the students. They have to complete a dictogloss activity about sentences which are explained in the video. First they have to do it in pairs and after that, all the class will compare the answers and check if they are right.
Outcomes	<p>Speaking: the students will have to share their answers with the rest of the class.</p> <p>Writing: the students will have to complete their sentences using the video's information.</p> <p>Conversation: the students will have to come to an agreement with their partner in order to complete the sentences.</p>

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	Non-linguistic output:
Input	<p>Listening: students have to pay attention and try to understand teacher and classmates' oral productions.</p> <p>Reading: they will have to read their incomplete and completed sentences.</p> <p>Viewing: the students will have to pay attention to the video.</p> <p>Others:</p>
Subject-matter CONTENT	<p>1.Parts of the body (The circulatory system, the respiratory system, the skin.)</p> <p>2.Damaging effects or harmful consequences (to the body) caused by smoking.</p> <p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates</p>
Content-Obligatory LANGUAGE	<p>Vocabulary: Parts of the body: , circulatory system (heart, veins, arteries, blood), respiratory system (mouth, nose, lungs, bronchial tubes, oxygen), teeth, skin, heart attack..</p> <p>Other vocabulary related to smoking: substance, toxic, nicotine, cancer, disease, nocive, damage, damaging, addiction, spend money.</p> <p>Present tense (3rd person singular and plural) and structures because/because of to explain the effects of smoking in different parts of the body.</p> <p>I think, In my opinion, I get your point, You're right,You're wrong, I agree, I don't agree...</p>
Timing	15'
Format of interaction / Grouping	<p>Individual work: Try to understand the video's information.</p> <p>Peer interaction: the students will have to come to an agreement with their partner in order to complete the sentences.</p> <p>Teacher-led interaction: the teacher will provide feedback during the pair interaction and class group discussion.</p>
CMC (Computer Mediated Communication)	Video from the internet.
Material	<p>Computer with projection screen.</p> <p>Internet acces to consult the URL where we can find the video "7 reasons to be smoke-free"</p> <p>Link: http://kidshealth.org/kid/watch/house/smoking.html#</p>

Assessment	<p>Self-assessment: Rubric: working in pairs (last activity of the day).</p> <p>Peer assessment: Rubric: working in pairs (last activity of the day).</p> <p>Teacher assessment: Teacher checks pupils' participation and how they construct sentences about smoking and family.</p>
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Activity 3	
Activity description	Rubric: Work in pairs. The pupils will have to complete the rubric about their work in pairs.
Outcomes	<p>Speaking:</p> <p>Writing:</p> <p>Conversation: The students will share their opinions about their own work and their pair's work.</p> <p>Non-linguistic output</p>
Input	<p>Listening:</p> <p>Reading: The students will have to read and understand the text of the rubric.</p> <p>Viewing:</p> <p>Others:</p>
Subject-matter CONTENT	<p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates.</p>
Content-Obligatory LANGUAGE	Vocabulary: a whole, a lot, many, some, a few, Reason, give-gave, contributions.
Timing	10'
Format of interaction / Grouping	<p>Individual work: Each pupil will try to understand the rubric and think about himself/herself.</p> <p>Pair interaction: Each pair will have to complete the rubrics discussing about their own process.</p> <p>Teacher-led interaction: The teacher will give feedback and ask some questions to make easier the reflection process.</p>
CMC (Computer Mediated Communication)	
Material	Rubric: Working in pairs.

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Assessment	<p>Self-assessment: Rubric: working in pairs.</p> <p>Peer assessment: Rubric: working in pairs.</p> <p>Teacher assessment: Teacher provides feedback while students are working and make an individual feedback after all.</p>
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Activity 4	
Activity description	Jigsaw: The students will have to read in groups a part of the text: The diary of a smoker . After that, they will have to discuss about the piece of text and make a brief summary of the most important ideas. When they have made it, the class will be organized in different groups and they will have to share their information with the rest of the members of their new group. They can use dictionaries to translate unknown words or expressions.
Outcomes	<p>Speaking: the students will have to share their information with the rest of the group.</p> <p>Writing: The students can write some sentences to summarize their piece of text.</p> <p>Conversation: The students will discuss about their piece of text.</p> <p>Non-linguistic output</p>
Input	<p>Listening: The students will have to listen their classmates' explanations.</p> <p>Reading: The students will have to read in groups a part of the text: The diary of a smoker.</p> <p>Viewing:</p> <p>Others:</p>
Subject-matter CONTENT	<p>1.Parts of the body (The circulatory system, the respiratory system, the skin.)</p> <p>2.Damaging effects or harmful consequences (to the body) caused by smoking.</p> <p>5.Searches in dictionaries and online dictionaries and translates words or expressions needed to develop the plan.</p> <p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p>
Content-Obligatory LANGUAGE	<p>Vocabulary: Parts of the body: , circulatory system (heart, veins, arteries, blood), respiratory system (mouth, nose, lungs, bronchial tubes, oxygen), teeth, skin.</p> <p>Other vocabulary related to smoking: substance, toxic, nicotine, cancer, disease, nocive, damage, damaging, addiction, spend money.</p> <p>Present tense (3rd person singular and plural) and structures because/because of to explain the effects of smoking in different parts of the body.</p>

	Past Simple Tense: to understand actions happened in the past.
Timing	20'
Format of interaction / Grouping	<p>Individual work: Each pupil will try to understand their piece of text.</p> <p>Group interaction: Each group will discuss about their piece of text and, after that, each group will share their information with the new group members.</p> <p>Teacher-led interaction: The teacher will give feedback during the group work.</p>
CMC (Computer Mediated Communication)	
Material	Different parts of the text: The diary of a smoker.
Assessment	<p>Self-assessment: Rubric: working in groups. (session 3)</p> <p>Peer assessment: Rubric: working in groups. (session 3)</p> <p>Teacher assessment: Teacher provides feedback while students are working.</p>

SESSION 2

Activity 1

Activity description	The pupils will have to compound different sentences which talk about smoking effects. Each pupil will have got a piece of sentence and will have to search the mate who have got the other part. When a sentence is completed, it is put on the whiteboard and the pupils are given another piece of sentence to start again. The activity ends when all the sentences are put on the whiteboard and each pair of pupils read to the others the sentences completed by them.
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Outcomes	Speaking: Writing: Conversation: The pupils will have to talk with their mates in order to match the sentences' pieces. Non-linguistic output
Input	Listening: The pupils will have to listen teacher's reading and feedback. Reading: The pupils will have to read the incomplete and complete sentences. Viewing: Others:
Subject-matter CONTENT	1.Parts of the body (The circulatory system, the respiratory system, the skin.) 2.Damaging effects or harmful consequences (to the body) caused by smoking. 5.1Searches in dictionaries and online dictionaries and translates words or expressions needed to develop the plan. 6.1 Express own opinions and show agreement or disagreement during group tasks. 6.2 Come to agreements with the rest of the group during the group tasks. 6.3 Show engagement and responsibility working with classmates
Content-Obligatory LANGUAGE	Vocabulary: Parts of the body: , circulatory system (heart, veins, arteries, blood), respiratory system (mouth, nose, lungs, bronchial tubes, oxygen), teeth, skin. Other vocabulary related to smoking: substance, toxic, nicotine, cancer, disease, nocive, damage, damaging, addiction, spend money. Present tense (3rd person singular and plural) and structures because/because of to explain the effects of smoking in different parts of the body.
Timing	10'
Format of interaction / Grouping	Individual work: Group interaction: The pupils will have dialogue with their mates to complete the sentences. Teacher-led interaction: Teacher will check the sentences and give feedback during and after the activity.
CMC (Computer Mediated Communication)	
Material	Pieces of sentences which talk about smoking effects.

Assessment	<p>Self-assessment: Rubric: working in groups. (session 3)</p> <p>Peer assessment: Rubric: working in groups. (session 3)</p> <p>Teacher assessment: Teacher observes pupils' interaction and gives support while they are searching their partners.</p>
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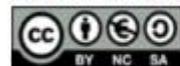
Activity 2	
Activity description	The pupils will have to work in groups in order to discuss and classify the sentences which talk about smoking effects by body systems affected. The groups will be provided by a diagram and they will have to complete this diagram. After that, they will share their work with the rest of the groups.
Outcomes	<p>Speaking:</p> <p>Writing: The pupils will have to write on the diagram.</p> <p>Conversation: The pupils will have dialogue with their mates to complete the diagram.</p> <p>Non-linguistic output</p>
Input	<p>Listening: The pupils will have to listen to their classmates.</p> <p>Reading: The pupils will have to read the smoking effects which they have to classify.</p> <p>Viewing:</p> <p>Others:</p>
Subject-matter CONTENT	<p>1.Parts of the body (The circulatory system, the respiratory system, the skin.)</p> <p>2.Damaging effects or harmful consequences (to the body) caused by smoking.</p> <p>5.1Searches in dictionaries and online dictionaries and translates words or expressions needed to develop the plan.</p> <p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates</p>
Content-Obligatory LANGUAGE	<p>Vocabulary: Parts of the body: , circulatory system (heart, veins, arteries, blood), respiratory system (mouth, nose, lungs, bronchial tubes, oxygen), teeth, skin.</p> <p>Other vocabulary related to smoking: substance, toxic, nicotine, cancer, disease, nocive, damage, damaging, addiction, spend money.</p> <p>Present tense (3rd person singular and plural) and structures because/because of to explain the effects of smoking in different parts of the body.</p> <p>I think, In my opinion, I get your point, You're right,You're wrong, I agree, I don't agree...</p>

Timing	10'
Format of interaction / Grouping	Individual work: Group interaction: The pupils will have to discuss with their mates to classify the smoking effects. Teacher-led interaction: Teacher will give feedback during and after the activity.
CMC (Computer Mediated Communication)	
Material	Sentences which talk about smoking effects (Some of them, from the previous activity) Whiteboard to draw a diagram with all the pupils' diagrams. Dictionaries and online dictionaries to be consulted.
Assessment	Self-assessment: Rubric: working in groups. (session 3) Peer assessment: Rubric: working in groups. (session 3) Teacher assessment: Teacher provides feedback while students are working.

Activity 3

Activity description	After talking about physically consequences, we will discuss about economic consequences. Pupils will have to calculate spent/saved money by smoker/non smoker people in different periods of time. (1 week, 1 month, 1 year, 10 years...) The activity will start giving an approximate price of a box of cigarettes. We also establish that a smoker usually smokes a box each day and a month has 30 days.
Outcomes	Speaking: Writing: The pupils will have to write the sentences to give a correct answer. Conversation: The pupils will have to talk with their group mates in order to solve the problem. Non-linguistic output
Input	Listening: The pupils will have to listen the teacher's instructions and tips. Reading: .The pupils will have to read the questions that the teacher will give them in a piece of paper. Viewing: Others:
Subject-matter CONTENT	3.1 Calculate the quantity of money that a smoker could save in different periods of time if he or she gave up smoking. 6.1 Express own opinions and show agreement or disagreement during group tasks.

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	6.2 Come to agreements with the rest of the group during the group tasks. 6.3 Show engagement and responsibility working with classmates
Content-Obligatory LANGUAGE	Use 1st conditional and prepositions In/for/during to explain the approximate expense of a smoker in a concrete period of time. Example: If you smoke for a week, you will spend _____ euros. Structures like I think, In my opinion, I get your point, You're right, You're wrong, I agree, I don't agree to discuss with groupmates. Structures such as How much money...? How many euros? Structures like addition, subtraction, multiply, result, Two times five are ten.
Timing	20'
Format of interaction / Grouping	Individual work: Group interaction: The students will have to come to an agreement with their group mates in order to solve the problem. Teacher-led interaction: The teacher helps to share and correct solved problems.
CMC (Computer Mediated Communication)	
Material	Pieces of paper with some questions to solve the problem.
Assessment	Self-assessment: Rubric: working in groups. (session 3) Peer assessment: Rubric: working in groups. (session 3) Teacher assessment: Teacher provides feedback during the activity.

Activity 4

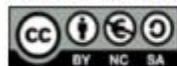
Activity description	Pupils will have to organize smoking effects by importance. They will work in pairs and they will have to discuss and give their points of view. After that, they will have to share their list with the rest of the class and discuss about it. The teacher will guide the pupil's interventions by some questions that make them all participate and give their opinions.
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Outcomes	<p>Speaking: The pupils will have to give their opinions.</p> <p>Writing: The pupils will have to make a list by importance.</p> <p>Conversation: The pupils will have to talk with their partners in order to make the list and participate during the final conclusions.</p> <p>Non-linguistic output</p>
Input	<p>Listening: The pupils will have to listen to the teacher's questions and mates' opinions.</p> <p>Reading:</p> <p>Viewing:</p> <p>Others:</p>
Subject-matter CONTENT	<p>2.1 Analyze and list damaging effects of smoking.</p> <p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates</p>
Content-Obligatory LANGUAGE	<p>Comparatives more important than, less important than in order to organize smoking effects by importance.</p> <p>Structures like I think, In my opinion, I get your point, You're right, I agree, I don't agree to discuss.</p>
Timing	15'
Format of interaction / Grouping	<p>Individual work</p> <p>Peer interaction: the students will have to discuss with their partner expressing and defending their point of view.</p> <p>Teacher-led interaction: Teacher guides the group class discussion and dialogue.</p>
CMC (Computer Mediated Communication)	
Material	Whiteboard to share all opinions and list smoking effects.
Assessment	<p>Self-assessment:</p> <p>Peer assessment:</p> <p>Teacher assessment: Teacher provides feedback while students are working.</p>

SESSION 3

Activity 1	
Activity description	Rubric: Work in group. The pupils will have to complete the rubric about their work in group.
Outcomes	Speaking: Writing: Conversation: Non-linguistic output
Input	Listening: Reading: The pupils will have to read and understand concepts included on the rubrick. Viewing: Others:
Subject-matter CONTENT	6.3 Show engagement and responsibility working with classmates.
Content-Obligatory LANGUAGE	Vocabulary: a whole, a lot, many, some, a few, Reason, give-gave, contributions.
Timing	10'
Format of interaction / Grouping	Individual work: The pupils will have to complete the rubric individually and think of their strong and weak points. Group interaction: Teacher-led interaction: The teacher will give feedback and ask some questions to make easier the thinking process.
CMC (Computer Mediated Communication)	
Material	Rubric "Work in group"
Assessment	Self-assessment: The pupils will have to complete the rubric. Peer assessment: Teacher assessment:

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



Activity 2	
Activity description	Pupils will have to answer the question: What would you do to convince smokers to give up smoking? First in pairs and after that in class group, they will give ideas to solve the problem. The teacher will guide the dialogue to focus the possibilities and help them to choose one of them.
Outcomes	<p>Speaking: The pupils will have to express and reason their ideas.</p> <p>Writing:</p> <p>Conversation: The pupils will have to give reasons to support (or not) other mates' ideas.</p> <p>Non-linguistic output</p>
Input	<p>Listening: The pupils will have to listen their classmates' ideas.</p> <p>Reading:</p> <p>Viewing:</p> <p>Others:</p>
Subject-matter CONTENT	<p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates</p>
Content-Obligatory LANGUAGE	<p>Structures like I think, In my opinion, I get your point, You're right, I agree, I don't agree to discuss.</p> <p>We can make, we can draw, we can write, we can talk...</p>
Timing	10'
Format of interaction / Grouping	<p>Individual work</p> <p>Peer interaction: the students will have to discuss with their partner expressing and defending their point of view.</p> <p>Teacher-led interaction: During the improvement process, the teacher will guide the dialogue emphasizing key vocabulary and using scaffolding techniques .</p>
CMC (Computer Mediated Communication)	
Material	

Assessment	Self-assessment: Peer assessment: Teacher assessment: Teacher provides feedback while students are giving ideas and reasoning.
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Activity 3	
Activity description	The pupils will have to design a poster to convince smokers to give up smoking. They will use paper and colours to make a first draft. They will have to collaborate in order to make it possible: giving ideas, reasoning their opinions, giving support to other's contributions.
Outcomes	Speaking: Writing: The pupils will have to write a slogan for their posters. Conversation: The pupils will have to dialogue with their group mates in order to come to agreements. Non-linguistic output:
Input	Listening: The pupils will have to listen and understand teacher's instructions. Reading: Viewing: Others:
Subject-matter CONTENT	5.1 Searches in dictionaries and online dictionaries and translates words or expressions needed to develop the plan. 6.1 Express own opinions and show agreement or disagreement during group tasks. 6.2 Come to agreements with the rest of the group during the group tasks. 6.3 Show engagement and responsibility working with classmates
Content-Obligatory LANGUAGE	How can we say ... in english? Structures like I think, In my opinion, I get your point, You're right, I agree, I don't agree to discuss. Vocabulary related to poster designing: slogan, image, over, under, in the right side, in the left side, in the middle.
Timing	25'
Format of interaction / Grouping	Individual work Group interaction: the students will have to discuss with their group mates expressing and defending their point of view. Teacher-led interaction: Teacher helps the students during the creation process.

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



CMC (Computer Mediated Communication)	
Material	Pieces of cardboard and drawing tools. Dictionaries and online dictionaries.
Assessment	Self-assessment: “Work in group” rubric (session 4) Peer assessment: “Work in group” rubric (session 4) Teacher assessment: Teacher provides feedback while students are working.

Activity 4	
Activity description	Pupils will have to give ideas to other groups in order to improve their designs. They will present their design and the classmates will say what they like of the posters or suggest some changes.
Outcomes	Speaking: The pupils will have to present their designs and explain the parts of the poster. Writing: Conversation: The pupils will have to ask or answer questions made by other pupils or the teacher. Non-linguistic output
Input	Listening: The pupils will have to listen the explanations of others’ designs. Reading: The pupils will have to read the slogans. Viewing: Others:
Subject-matter CONTENT	6.1 Express own opinions and show agreement or disagreement during group tasks. 6.3 Show engagement and responsibility working with classmates
Content-Obligatory LANGUAGE	Structures like I think, In my opinion, I get your point, You’re right, I agree, I don’t agree to discuss. Vocabulary related to poster designing: slogan, image, over, under, in the right side, in the left side, in the middle. You can draw, you can add, you can change... I like... I don’t like...
Timing	10’
Format of interaction / Grouping	Individual work Group interaction: The pupils collaborate in class group giving opinions and trying to improve their designs.

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>

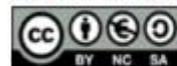


	Teacher-led interaction: Teacher helps the students during the improvement process.
CMC (Computer Mediated Communication)	
Material	
Assessment	Self-assessment: Peer assessment: The opinions of the classmates suppose a kind of assessment. Teacher assessment: Teacher guides the improvement process

SESSION 4

Activity 1	
Activity description	Let's make our poster. Pupils will have to create their posters using text and image process software.
Outcomes	Speaking: Writing: Pupils will have to write the slogan of the poster. Conversation: Pupils will have to dialogue with groupmates in order to come to agreements about the best way to do the tasks and use the software tools. Non-linguistic output
Input	Listening: Pupils will have to listen to teacher's explanations about how use some software tools. Reading: Viewing: Others:
Subject-matter CONTENT	4.1 Use text editor and image editor in order to create some posters to convince adults that they should give up smoking. 6.1 Express own opinions and show agreement or disagreement during group tasks. 6.2 Come to agreements with the rest of the group during the group tasks. 6.3 Show engagement and responsibility working with classmates.

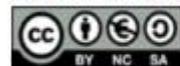
Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



Content-Obligatory LANGUAGE	Software tools: copy, paste, text square, title, resize, spin image, make large, make small, write, delete... Structures like I think, In my opinion, I get your point, You're right, I agree, I don't agree to discuss. Vocabulary related to poster designing: slogan, image, over, under, in the right side, in the left side, in the middle. You can draw, you can add, you can change... I like... I don't like...
Timing	35'
Format of interaction / Grouping	Individual work: Group interaction: Pupils will have to dialogue to come to agreements about creating process. Teacher-led interaction: The teacher will provide some instructions and help during the process.
CMC (Computer Mediated Communication)	Use of computers with "Word" and "Paint" programs.
Material	Computers with "Word" and "Paint" programs. Poster's drafts.
Assessment	Self-assessment: Rubric "work in group" and rubric "Poster" Peer assessment: Rubric "work in group" and rubric "Poster" Teacher assessment: Teacher provides feedback while students are creating their posters.

Activity 2	
Activity description	Pupils will have to discuss and complete "Work in group" rubric and "Poster" Rubric.
Outcomes	Speaking: Writing: Conversation: Pupils will talk about their participation and collaboration during the work in groups. Non-linguistic output
Input	Listening: Reading: Pupils will read and try to understand rubric information. Viewing: Others:

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>



Subject-matter CONTENT	<p>5.1 Searches in dictionaries and online dictionaries and translates words or expressions needed to develop the plan.</p> <p>6.1 Express own opinions and show agreement or disagreement during group tasks.</p> <p>6.2 Come to agreements with the rest of the group during the group tasks.</p> <p>6.3 Show engagement and responsibility working with classmates</p>
Content-Obligatory LANGUAGE	Vocabulary: a whole, a lot, many, some, a few, Reason, give-gave ideas, contributions, design, participation, accept...
Timing	15'
Format of interaction / Grouping	<p>Individual work: First of all, the pupils have to think about their work in groups process and the creation of the poster.</p> <p>Peer interaction:</p> <p>Teacher-led interaction: During the task, the teacher will help the students to think about the process and their contribution on the development of the tasks.</p>
CMC (Computer Mediated Communication)	
Material	"Work in group" rubric and "Poster" Rubric.
Assessment	<p>Self-assessment: "Work in group" rubric and "Poster" Rubric.</p> <p>Peer assessment: Discuss with groupmates about "Work in group" rubric and "Poster" Rubric.</p> <p>Teacher assessment:</p>



How do we convince adults to give up smoking?

Student's Material

Session 1. Activity 2.

After talking about smoking and its effects, you are going to watch a video called “7 REASONS TO SMOKE FREE”.

You can find the video on this link <http://kidshealth.org/kid/watch/house/smoking.html#>

Work in pairs in order to complete the sentences about the video.

“7 REASONS TO SMOKE FREE”.

1. Most _____ don't smoke and that's a _____ thing.
2. Here are _____ reasons why it's good to be a smoke free.
3. _____ hurts your appearance, _____ your skin and _____ your _____.
4. Smoking hurts our _____ so you are more likely to get _____.
5. Smoking _____ people _____ breath.
6. Smoking causes lung _____, heart diseases, and other serious _____.
7. Smoking _____ chemicals into the air _____ can make other people _____.
8. _____ contain _____ which is really _____.
9. You've heard people _____ about how much cigarettes _____, there _____ probably other things you like to spend your _____ on.
10. If you smoke, it's never _____ late to _____.

These structures will help you to discuss with your partner.

I think the video says _____.

On this hole **we should put** _____.

I think that...

I don't think so...

I agree with you.

I don't agree with you.

I'm not sure. Can we watch the video again?

We can play the video again.

Session 1. Activity 3. "Working in pairs" Rubric

After working in pairs, you have to think about your work and complete this rubric.

Listen to your mate's ideas and compare your opinions.

WORKING IN PAIRS					
		4 points	3 Points	2 Points	1 Point
WORKING PROCESS	Contributing to the workgroup	You participated giving a whole lot of ideas to your mate.	You participated giving many of ideas to your mate..	You participated giving some of ideas to your mate..	You participated giving a few or no ideas to your mate..
	Giving reasoned opinions	You reasoned all the ideas and opinions that you gave to your mate..	You reasoned most of the ideas and opinions that you gave to your mate..	You reasoned some of the ideas and opinions that you gave to your mate..	You reasoned a few or no ideas and opinions that you gave to your mate..
	Accepting other's contributions	You easily accepted your classmate ideas and opinions as good ideas.	You accepted most of your classmate ideas and opinions as good ideas.	You accepted some of your classmate ideas and opinions as good ideas.	You accepted a few or none of your classmate ideas and opinions as good ideas.
Think of your strong points and your weakness. What will you do to improve your skills?					

These structures will help you to discuss with your partner.

I think **my/your** strong point is _____ because _____.
 I think **my/your** weakness is _____ because _____.
 I agree with you because _____.
 I don't agree with you because _____.
 We are not right in **a lot of/manv of/only a few** answers.

Session 1. Activity 4. "THE DIARY OF A SMOKER"

Jigsaw: You will have to read a piece of the text called: **The diary of a smoker**. It will be given to you by the teacher. After that, you will have to discuss in group about the piece of text and make a brief summary of the most important ideas. When you have made it, the class will be organized in different groups and you will have to share your information with the rest of the members of your new group. You can use dictionaries to translate unknown words or expressions.

These structures will help you to discuss with your group.

In this text **we can read that...**

The main idea is that...

I believe that...

The **main problem** is that...

Other problem is that...

The boy is worried about...

I agree with you.

I don't agree with you because...

In this square you can write the most important ideas of your text.

Session 2. Activity 1

Your teacher will give you a piece of sentence. You will have to search the mate who have got the other part and try to compound different sentences which talk about smoking effects. When a sentence is completed, you will get another piece of sentence to start again. The activity ends when all the sentences are put on the whiteboard and each pair of pupils read to the others the sentences completed by them.

Write your complete sentences in this square.

These structures will help you to discuss with your mates.

Can I read your piece of sentence?
Let me see your piece of sentence.
Do you have the first part or the second part?
Yes, you can.
Of course.
Do you think our pieces match?
I think our pieces match.
I don't think our pieces match.
Let's show it to the teacher.
We have to continue searching.

Session 2. Activity 2

You will have to work in groups in order to discuss and classify the sentences which talk about smoking effects by body systems affected.

Use this table to classify the sentences.

CIRCULATORY SYSTEM	RESPIRATORY SISTEM
DIGESTIVE SYSTEM	OTHERS

These structures will help you to discuss with your mates.

I think the sentence ____ talks about the ____ system because...

I Think it's more related to _____ system because...

I agree with you. You are right.

You are wrong.

I don't think the same because...

I don't know which system is related to this sentence.

In my opinion...

I get your point but..

Session 2. Activity 3. How about money?

After talking about physical consequences, we will discuss about economic consequences. Working in groups, you will have to calculate the quantity of spent or saved money by a smoker/non smoker.

A) Imagine you are a smoker. A cigarettes box costs 5 €. If you smoke a box of cigarettes a day, How much money will you spend in a week?

Answer:

If I smoke a box of cigarettes a day, I Will spend _____ Euros a week.

B) How many Euros will you spend in a month?

Answer:

In a month I will _____.

C) How many Euros will you spend in a year?

Answer:

_____.

D) Imagine, You are 55 years old. If you started smoking at 18 years old. How much money have you spent (spend) during this time?

Answer:

I have _____.

E) Imagine, You are 70 years old and You are not a smoker. How much money have you saved?

Answer:

I have _____.

These structures will help you to discuss with your mates.

First of all we have to...

The first thing we have to do is...

After that we can ... **calculate/think/make/add**

I think we should ...

Then we have to...

Finally we...

You're right, You're wrong. The result is correct. The result is wrong.

How do we talk about operations?

$3+5=8$ (Three **and** five make eight)

$2 \times 5 = 10$ (If you multiply **two times five**, you get ten)

$6-2=4$ (**Six minus two** equals four)

Session 2. Activity 4

You will work in pairs in order to discuss about smoking effects. You will have to give your points of view and come an agreement in order to organize smoking effects by importance. Number one is the most important one and number ten is the less important. After that we will discuss with the rest of the class.

You can use this table to write on it your list.

1
2
3
4
5
6
7
8
9
10

These structures will help you to discuss with your mate and share your opinions.

What do you think about _____?

I think **the most important effect** is...

I think _____ **is more important than** _____ because...

_____ **is less important than** _____ because...

_____ is **worse** than _____

_____ is **better** than _____

I agree.

I don't agree.

In my opinion...

From my point of view...

Session 3. Activity 1 "WORK IN GROUP" Rubric

After working in groups, you have to think about your work and complete this rubric. Listen to your mate's ideas and compare your opinions.

WORK IN GROUP					
		4 points	3 Points	2 Points	1 Point
WORKING PROCESS	Contributing to the workgroup	You participated giving a whole lot of ideas to your group.	You participated giving many of ideas to your group.	You participated giving some of ideas to your group.	You participated giving a few or no ideas to your group.
	Giving reasoned opinions	You reasoned all the ideas and opinions that you gave to your group.	You reasoned most of the ideas and opinions that you gave to your group.	You reasoned some of the ideas and opinions that you gave to your group.	You reasoned a few or no ideas and opinions that you gave to your group.
	Accepting other's contributions	You easily accepted your group mates ideas and opinions as main points to work about.	You accepted most of your group mates ideas and opinions as main points to work about.	You accepted some of your group mates ideas and opinions as main points to work about.	You accepted a few or none of your group mates ideas and opinions as main points to work about.
<p>Think of your strong points and your weakness. What will you do to improve your skills?</p>					

These structures will help you to discuss with your group mates.

I think **my/your** strong point is _____ because _____.
 I think **my/your** weakness is _____ because _____.
 I agree with you because _____.
 I don't agree with you because _____.
 I give you _____ points in _____ because _____.
 I think **I deserve** _____ points in _____ because _____.

Session 3. Activity 2

Now you know very well the effects of smoking. Work in pairs and, after that, in groups to search ideas and solve this question:

How do we convince adults to give up smoking?

You can use this square to write your ideas.

These structures will help you to share your ideas and discuss about them with your partner and your group mates..

I think we can...

In my opinion we could ... (design/talk/make/construct...)

The first thing **we have to do** is...

A conference, a poster, a video, some flyers...

_____ **is better than** _____ because...

I prefer _____ because...

I think it's better to... We can **add**...

I like your idea because.... We can **change**...

I don't like this because...

_____ **is a good idea!**

Session 3. Activity 3

In groups, you have to design your plan to convince adults to give up smoking. The teacher will give you cardboards, wax crayons, felt-tipped pens... all that you need to design your project.

First of all you have to decide who is going to do the different tasks.

Complete the sentences:

_____ is going to write ideas.

_____ is going to make the draft.

_____ is going to search images on the internet.

_____ is going to _____

_____ is going to _____

These structures will help you to design your project.

we can draw	a picture	above
We can put	a slogan	under
we can insert	a drawing	down
	a frame	on the right side
	a text	on the left side
		in the middle
		on the corner
We can	search on the internet	
	copy and paste a picture	
	write a slogan	
	put a frame	

Session 3. Activity 4

You have to present your design to the rest of the class. They will give their opinions and you will be able to improve your design. The helping sentences, frames and patterns of other activities will help you to express your ideas and give your opinions.

Session 4. Activity 2

After working in pairs, you have to think about your work and complete this rubric.

Listen to your mate's ideas and compare your opinions.

WORK IN GROUP					
		4 points	3 Points	2 Points	1 Point
WORKING PROCESS	Contributing to the workgroup	You participated giving a whole lot of ideas to your group.	You participated giving many of ideas to your group.	You participated giving some of ideas to your group.	You participated giving a few or no ideas to your group.
	Giving reasoned opinions	You reasoned all the ideas and opinions that you gave to your group.	You reasoned most of the ideas and opinions that you gave to your group.	You reasoned some of the ideas and opinions that you gave to your group.	You reasoned a few or no ideas and opinions that you gave to your group.
	Accepting other's contributions	You easily accepted your group mates ideas and opinions as main points to work about.	You accepted most of your group mates ideas and opinions as main points to work about.	You accepted some of your group mates ideas and opinions as main points to work about.	You accepted a few or none of your group mates ideas and opinions as main points to work about.
<p>Think of your strong points and your weakness. What will you do to improve your skills?</p>					

These structures will help you to discuss with your group mates.

I think **my/your** strong point is _____ because _____.

I think **my/your** weakness is _____ because _____.

I agree with you because _____.

I don't agree with you because _____.

I give you ____ points in _____ because _____.

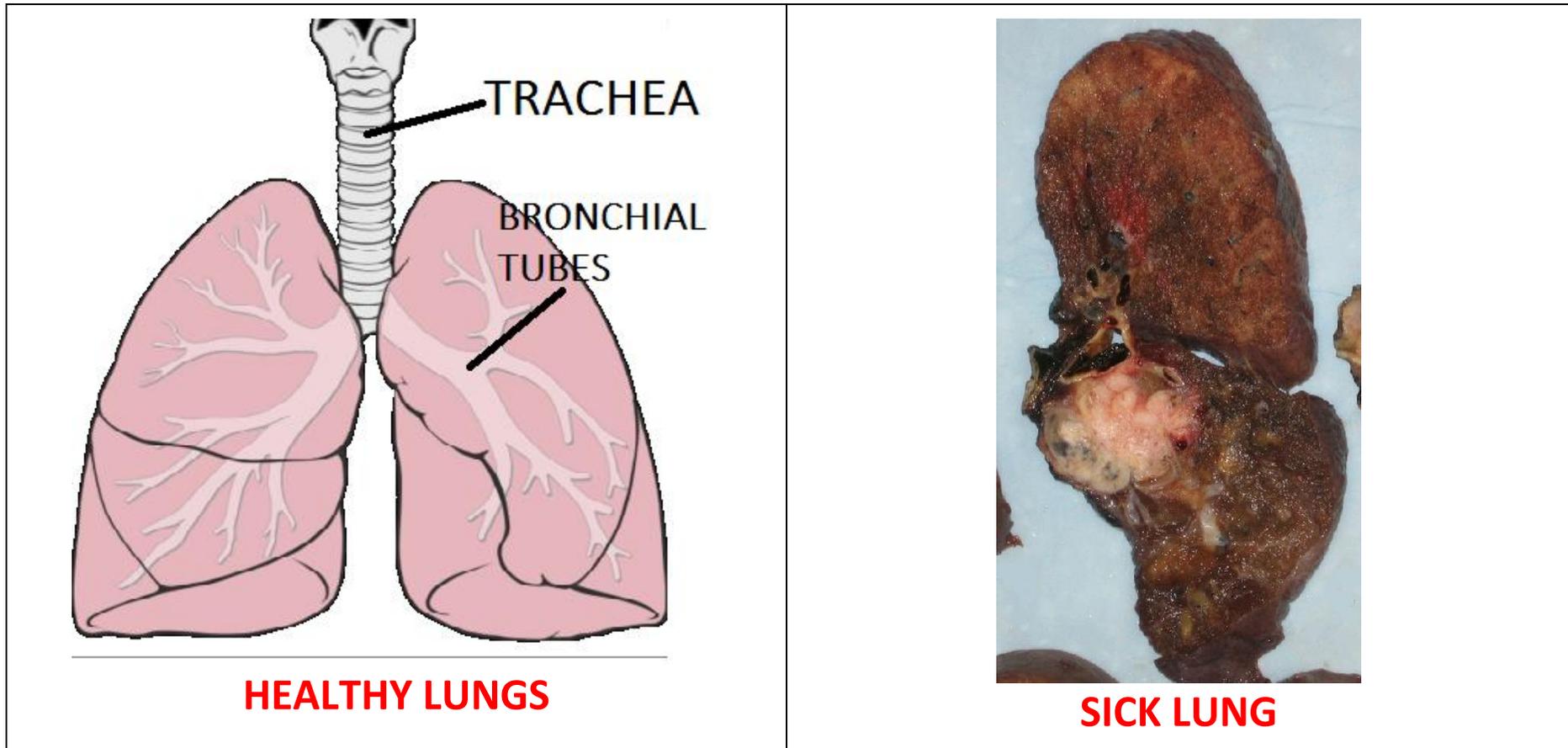
I think **I deserve** _____ points in _____ because _____.

TEACHER'S MATERIALS

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>

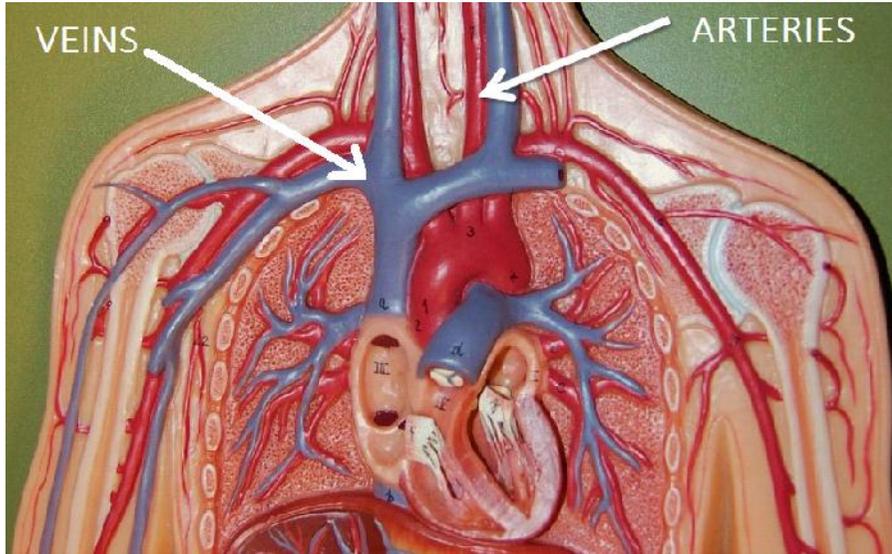


Session 1. Activity 1. Flashcards.

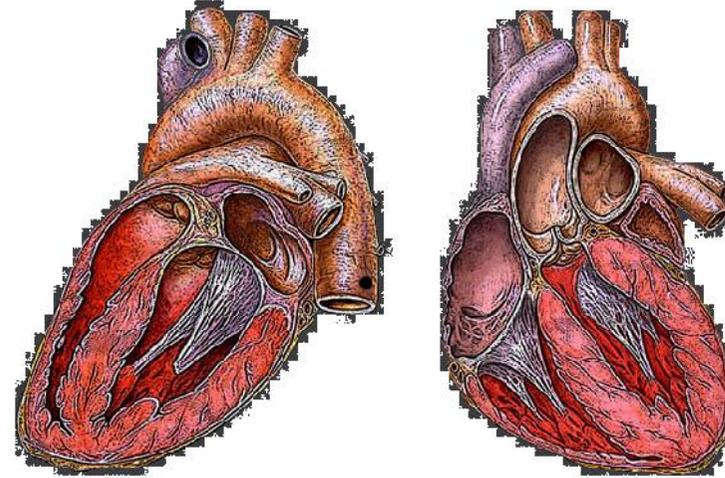


Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clilsi/>





VEINS AND ARTERIES



HEART

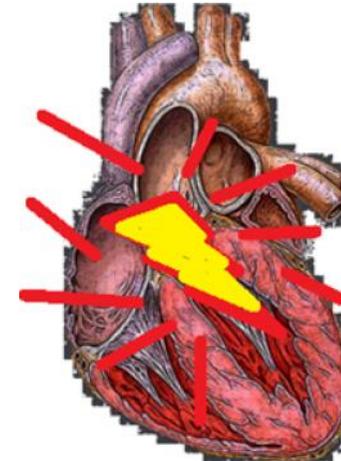


TEETH AND GUM

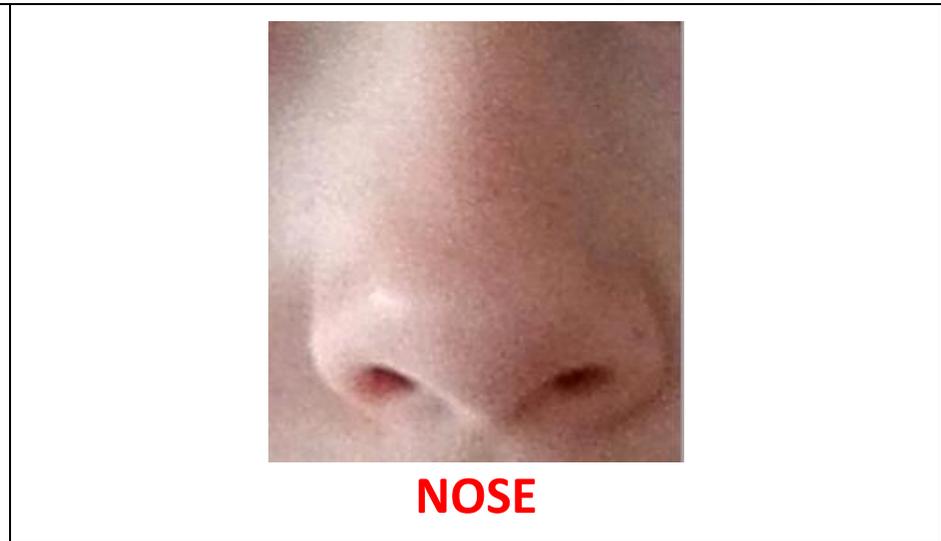
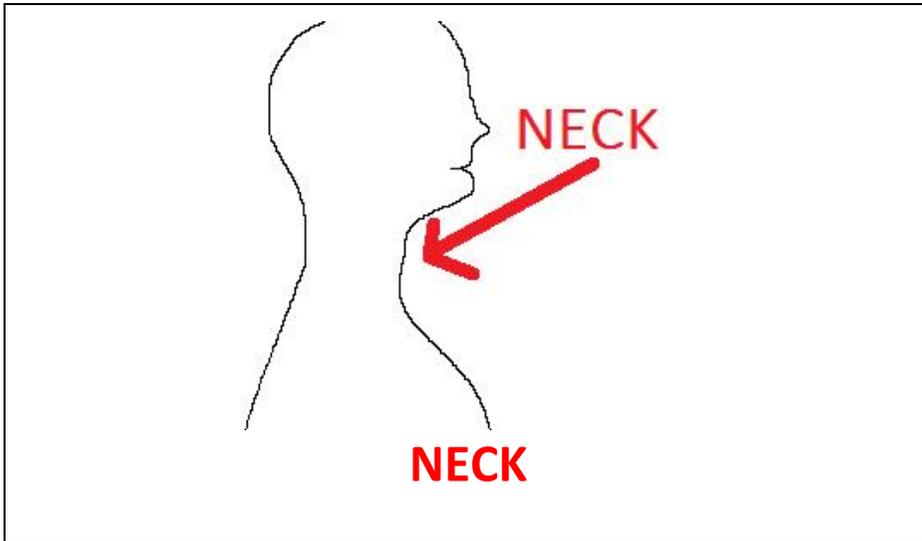


SKIN

TONGUE



HEART ATTACK



Session 1. Activity 2.

Link to the video “7 REASONS TO SMOKE FREE”

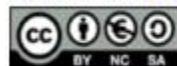
<http://kidshealth.org/kid/watch/house/smoking.html#>

INCOMPLETE SENTENCES ABOUT THE VIDEO “7 REASONS TO SMOKE FREE”

Work in pairs in order to complete the sentences about the video
“7 REASONS TO SMOKE FREE”.

11. Most _____ don't smoke and that's a _____ thing.
12. Here are _____ reasons why it's good to be a smoke free.
13. _____ hurts your appearance, _____ your skin and _____ your _____.
14. Smoking hurts our _____ so you are more likely to get _____.
15. Smoking _____ people _____ breath.
16. Smoking causes lung _____, heart diseases, and other serious _____.
17. Smoking _____ chemicals into the air _____ can make other people _____.
18. _____ contain _____ which is really _____.
19. You've heard people _____ about how much cigarettes _____, there _____ probably other things you like to spend your _____ on.
20. If you smoke, it's never _____ late to _____.

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>



Answers key. Complete text.

1. Most people don't smoke and that's a good thing.
2. Here are seven reasons why it's good to be a smoke free.
3. Smoking hurts your appearance, damages your skin and yellows your teeth.
4. Smoking hurts our lungs so you are more likely to get sick.
5. Smoking makes people short breath.
6. Smoking causes lung cancer, heart diseases, and other serious illnesses.
7. Smoking sends chemicals into the air which can make other people sick.
8. Cigarettes contain nicotine which is really addictive
9. You've heard people talk about how much cigarettes cost, there are probably other things you like to spend your money on.
10. If you smoke, it's never too late to quit.

Session 1. Activity 3. "Working in pairs" Rubric

WORKING IN PAIRS					
		4 points	3 Points	2 Points	1 Point
WORKING PROCESS	Contributing to the workgroup	You participated giving a whole lot of ideas to your mate.	You participated giving many of ideas to your mate..	You participated giving some of ideas to your mate..	You participated giving a few or no ideas to your mate..
	Giving reasoned opinions	You reasoned all the ideas and opinions that you gave to your mate..	You reasoned most of the ideas and opinions that you gave to your mate..	You reasoned some of the ideas and opinions that you gave to your mate..	You reasoned a few or no ideas and opinions that you gave to your mate..
	Accepting other's contributions	You easily accepted your classmate ideas and opinions as good ideas.	You accepted most of your classmate ideas and opinions as good ideas.	You accepted some of your classmate ideas and opinions as good ideas.	You accepted a few or none of your classmate ideas and opinions as good ideas.
<p>Think of your strong points and your weakness. What will you do to improve your skills?</p>					

Session 1. Activity 4. "THE DIARY OF A SMOKER" PIECES

"THE DIARY OF A SMOKER" PIECE 1

July, 1st 2015

Dear Diary,

Today was a special day. We **went** (go) to a restaurant to celebrate my father's birthday. After second course, i **got out** (get out) of the restaurant for a cigarette because it's not **allowed** (allow) to smoke in public places like restaurants.. When I **came** (come) back, the cake was (be) on the table and everyone was singing the "Happy birthday song". I **missed** (miss) the best moment of the day. In the restaurant i **saw** (see) an old classmate. She is pretty and she looks younger than me. Her skin is bright and she has a clear smile. We **talked** (talk) and she **gave** (give) me some sweets -i think she didn't like my smelly breath. I like her but i don't know if she likes me because I look older than I am, my teeth and my fingers are yellow and I smell cigarette smoke.

Highlight words are verbs in past tense. If you need to search them on the dictionary, you can search words in brackets.

"THE DIARY OF A SMOKER" PIECE 2

October, 17th 2015

Dear Diary,

I **went** (go) to the doctor because I feel sick. In fact, i always feel sick. Last Sunday my friends **asked** (ask) me to play basketball with them. I accepted but i had (have) to stop the game because i **felt** (feel) exhausted, I **couldn't** (can not) support the physical effort. I always have a cough, specially in the morning, and a lot of mucus in my lungs and bronchial tubes. I don't feel the sense of taste and smell .I **thought** (think) that I have a cold but the doctor **told** (tell) me that I feel this way because of the cigarettes. They kill my body defences. I will have to give up smoking if i want to feel better.

Highlight words are verbs in past tense. If you need to search them on the dictionary, you can search words in brackets.

“THE DIARY OF A SMOKER” PIECE 3

January, 28th 2016

Dear Diary,

I went to the hospital to see my friend John. I **had** (have) no coins because i spent all of them in a box of cigarettes so I **had to** (have to) park in the hospital parking zone. When i was there, I **lighted** (light) a cigarette and a policeman **came** (come) to me. He **told** (tell) me that it's not **allowed** (allow) to smoke near hospitals, schools and other public places so he **fined** (fine) me. He **told** (tell) me that i have to pay 150 € and i **started** (start) to feel a big pain in my chest. It **was** (be) a heart attack. Fortunately, this time I'm alive but i have to give up smoking if I want to live.

Highlight words are verbs in past tense. If you need to search them on the dictionary, you can search words in brackets.

Session 2. Activity 1. Pieces of sentences which talk about smoking effects

(The pieces will be cut out and will be given to the pupils)

IF YOU SMOKE	YOU WILL PROBABLY HAVE LUNGS CANCER.
IF YOU SMOKE	YOUR TEETH GET YELLOW.
IF YOU SMOKE	YOUR SKIN GETS OLDER.
PEOPLE WHO SMOKE	HAVE A SMELLY BREATH.
PEOPLE WHO SMOKE	LOOSES THE SENSE OF TASTE AND SMELL.
IF YOU SPEND MONEY ON CIGARETTES	YOU WILL NOT HAVE MONEY TO BUY OTHER THINGS.
IF YOU ARE A SMOKER	YOU WILL PROBABLY GET A HEART ATTACK.

Adapted from CLIL-SI 2015. More information at: <http://grupsderecerca.uab.cat/clisi/>



WHEN YOU SMOKE	YOU CAN NOT BE IN PUBLIC PLACES, YOU MUST GO OUT.
WHEN YOU SMOKE	CIGARETTE SUBSTANCES KILL YOUR BODY DEFENSES AND YOU GET SICK.
PEOPLE WHO SMOKE	GET TIRED EASILY AND CAN'T MAKE SOME PHYSICALLY EFFORTS.

Session 2. Activity 3. Some questions and instructions to solve the problem about spent money.

NAMES: _____ DATE: _____

SPENDING AND SAVING MONEY

- A. Imagine you are a smoker. A Cigarettes box costs 5 €. If you smoke a box of cigarettes a day, How much money will you spend in a week?

Answer: If I smoke a box of cigarettes a day, i Will spend _____ euros a week.

B) How many Euros will you spend in a month?

Answer: In a month I will _____.

C) How many Euros will you spend in a year?

Answer: _____.

D) Imagine, You are 55 years old. If you started smoking at 18 years old. How much money have you spent (spend) during this time?

Answer: I have _____

E) Imagine, You are 70 years old and You are not a smoker. How much money have you saved?

Answer: I have _____

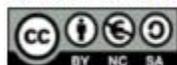
Session 3. Activity 1. "Work in group" Rubric

WORK IN GROUP					
		4 points	3 Points	2 Points	1 Point
WORKING PROCESS	Contributing to the workgroup	You participated giving a whole lot of ideas to your group.	You participated giving many of ideas to your group.	You participated giving some of ideas to your group.	You participated giving a few or no ideas to your group.
	Giving reasoned opinions	You reasoned all the ideas and opinions that you gave to your group.	You reasoned most of the ideas and opinions that you gave to your group.	You reasoned some of the ideas and opinions that you gave to your group.	You reasoned a few or no ideas and opinions that you gave to your group.
	Accepting other's contributions	You easily accepted your group mates ideas and opinions as main points to work about.	You accepted most of your group mates ideas and opinions as main points to work about.	You accepted some of your group mates ideas and opinions as main points to work about.	You accepted a few or none of your group mates ideas and opinions as main points to work about.
<p>Think of your strong points and your weakness. What will you do to improve your skills?</p>					

Session 4. Activity 2. "Poster" Rubric.

POSTER AND UNIT RUBRIC				
	4 points	3 Points	2 Points	1 Point
Recalling information	You can easily remember and discuss about smoking and it's consequences.	You can remember and discuss most about smoking and it's consequences.	You can remember and talk about some of the information about smoking and it's consequences.	You can remember and talk very little about smoking and it's consequences.
Understanding information	You were totally capable of understanding the information of the different texts, videos and oral participations.	You were very capable of understanding the information of the different texts, videos and oral participations.	You sometimes understand the information of the different texts, videos and oral participations.	It's difficult for you to understand the information of the different texts, videos and oral participations.
Group Work	You participated in all the aspects of the unit with your group(s). You have worked extremely well and solved issues with group members.	You participated in most of the aspects of the unit with your group(s). You have worked very well and solved most of the issues with group members.	You participated in some of the aspects of the unit with your group(s). You have worked well and solved some issues with group members.	You barely participated in the unit with your group(s). You have worked little and solved none of the issues with group members.
Poster Creation	You worked really hard in all the tasks that you were supposed to do to create the poster.	You worked hard in all the tasks that you were supposed to do to create the poster.	You worked hard in some of the tasks that you were supposed to do to create the poster.	You didn't work so hard as you were supposed to do in the tasks to create the poster.
Impact	Your poster is totally capable of making people give up smoking.	Your poster is very capable making people give up smoking.	Your poster will make just a few people give up smoking.	Your poster won't make anybody give up smoking.

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