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Going for CLIL

Cross-curricular texts and activities

TEACHER'S BOOK

GEOGRAPHY

UNIT 1 – Understanding Maps

LEVEL A1

Page 6 – activity 2

1 Australia 2 Africa 3 Antarctica 4 Asia 5 Europe 6 North America
7 South America

Page 8 – activity 3

A road map B satellite map C climate map D political map E physical map

Page 8 – activity 4

- 1 T
- 2 F – A road map shows you how to get from one place to another.
- 3 F – A climate map tells us how hot or cold a place usually is.



TEACHER'S BOOK

Page 9 – activity 5

As students are reading get them to look at the coordinates in the photos. They should notice that Singapore is very close to the equator and Meridian 0 passes through London (at Greenwich). You could ask them to try and find the four places on the map on page 6.

Page 9 – activity 6

- 1 T
- 2 F – Meridian 0 is vertical and goes from the North Pole to the South Pole.
- 3 F – Latitude lines measure the distance from the equator.

Page 10 – activity 8

1 D 2 C 3 B 4 F 5 A 6 E

Page 10 – activity 9

Give students time to practise using the expressions and help where necessary. You could make this into a guessing game with one person giving directions and the other having to follow them. If students know the local area well, they may not need a map to do this task.

UNIT 2 – Mountains, Seas and Rivers

LEVEL A1

Page 12 – activity 2

- 1 Mountains cover about 24% of the land in the world.
- 2 The average height of a mountain is between 2,000 and 2,500 metres.
- 3 Mount Everest
- 4 It is on the border between Nepal and China and it is 8,848 metres high.
- 5 About 10%
- 6 The weather changes quickly; it rains more often in the mountains and the temperature is colder than on flat land.

Page 12 – activity 3

1 mountain range 2 meadow 3 glacier 4 waterfall 5 lake 6 peak
A 2 B 3 C 5 D 1 E 4 F 6

Page 13 – activity 5

1 B 2 A 3 A

Page 14 – activity 7

- 1 F – A river usually starts at a glacier or a natural spring.
- 2 T
- 3 T
- 4 F – The longest river in the world is in Africa.
- 5 T

UNIT 3 – Europe

LEVEL A1-A2

Page 16 – activity 1

- 1 46.
- 2 The Mediterranean Sea, the Atlantic Ocean and the Norwegian Sea.
- 3 The biggest country is Russia and the smallest is the Vatican City.
- 4 About 800 million people.
- 5 About forty major languages.

Page 17 – activity 2

- 1 F – Europe is separated from Africa by the Mediterranean Sea.
- 2 T
- 3 T
- 4 T
- 5 F – Russian has the highest number of first-language speakers.
- 6 T

Page 19 – activity 4

- 1 Spain 2 Norway 3 Poland 4 Germany 5 Ireland 6 Norway 7 Italy
- 8 Ireland 9 Poland 10 Spain

Page 20 – activity 5



UNIT 4 – The European Union

LEVEL A1-A2

Page 23 – activity 2

- 1 T
- 2 F – In the 1950s France and West Germany put together their coal and steel resources.
- 3 T
- 4 T
- 5 F – Erasmus is the name of an EU study programme.
- 6 F – Not all member countries use the euro.

UNIT 5 – Climate and Global Warming

LEVEL A2

Page 25 – activity 2

- 1 A 2 B 3 B 4 A 5 B

Page 25 – activity 3

POLAR ZONES	TEMPERATE ZONES	TROPICAL ZONES
Greenland	Italy, Iceland, New Zealand, Great Britain, Australia, China, Spain, Russia, Turkey	Venezuela, Nigeria, Ecuador, Australia, Madagascar, Panama

Page 26 – activity 4

Global warming is the rise in the Earth's average temperature. There are many factors that cause it, but the most important ones are industrial pollution and the increasing number of cars and aeroplanes in the world. Many countries are trying to reduce the carbon emissions in the atmosphere. Ask students how they feel about this and if they feel that they can do anything to help. Brainstorm any other environmental problems they can think of, some of which are featured on pages 26-28.

Page 27 – activity 5

- 1 Water vapour, carbon dioxide and methane.
- 2 Because it keeps the Earth warm enough to allow life.
- 3 Global warming is the rise in the Earth's average temperature.
- 4 Today there are more and more gases from industries, aeroplanes and cars which create a rise in the greenhouse effect.
- 5 The ozone stops many of the sun's dangerous ultra-violet rays (UV rays) from getting to Earth.
- 6 Aerosol cans, refrigerators and air-conditioning systems.

- 7 It means that chemicals in the air are mixing with the rain so that it becomes acidic.
- 8 Some of the ice in the polar zones is melting and this is causing the coasts of some countries to go underwater.

Page 28 – activity 6

After reading, you could ask students how they feel about helping the environment, what they already do, and what they would like to do. Ask them about services in their local area and whether they think they are good enough. By completing the internet project these areas will also be explored.

UNIT 6 – Migration and Multicultural Societies

LEVEL A2

Page 31 – activity 2

1 B 2 B 3 A 4 C 5 A

Page 32 – activity 4

- 1 T
2 T
3 F – Europeans are more multicultural today.
4 T

Page 32 – activity 5

In this speaking activity students are asked about their personal experience of multicultural societies, looking at different aspects. It is likely that students living in cities will have a broader experience rather than those in more isolated areas, however, it is unlikely that students will not have any experience at all. Often, especially through the media, only negative aspects are highlighted. This activity aims to look at how the integration of different cultures can have a positive effect, and students should be encouraged to think of these. Should you wish, some of the negative aspects (real and through media portrayal) could also be discussed.

SCIENCE

UNIT 7 – Understanding Matter

LEVEL A1

Page 35 – activity 1

As a class brainstorm as many things as you can. This can be a good moment to learn or revise vocabulary of objects usually found in the classroom. Write the list on the board, or ask students to make notes. Activity 5 on page 35 will refer back to this. You may wish to leave the less obvious examples of matter, such as air, for after the reading.

Page 35 – activity 2

- 1 F – Everything around us is matter.
2 F – You can see, touch, taste, smell or feel matter.
3 T
4 T
5 T

Page 35 – activity 3



Page 36 – activity 5

After putting each of the examples of matter from the list previously compiled in the correct column, you may extend the activity by asking students to think of other examples (inside or outside of the classroom). You may want to concentrate on finding examples of liquids and gases as these will be more difficult to find.

Page 37 – activity 6

Water becomes ice when it freezes. It becomes steam when it is heated to 100 °C.

Page 37 – activity 7

1 matter 2 mass, space 3 Substances 4 liquid, solid, gas (in any order)

UNIT 8 – Life: Kingdoms and Species**LEVEL A1****Page 38 – activity 1**

By looking at the pictures students should be able to identify the main characteristics which define 'living things' (birth, necessity to breathe and take in food, growth, reproduction and death). As they will discover when reading, some forms of life, e.g. plant life, are able to make their own food from the sun and absorb liquids through photosynthesis and osmosis respectively. These two terms have not been included in the text, but you may wish to mention them if you feel students would like this further clarification.

Page 39 – activity 2

1 cells 2 five 3 can 4 one cell

Page 39 – activity 3

Monera	Protista	Fungi	Plantae	Animalia
algae, bacteria	amoeba	mushroom, fungus	flower, tree	lion, elephant, spider

Page 41 – activity 5

1 polar bear 2 spider 3 zebra 4 shark 5 dog 6 eagle

UNIT 9 – The Periodic Table of Elements**LEVEL A1-A2****Page 42 – activity 1**

Get students to work in groups or as a class and see if they can name some chemical elements. You may need to allow dictionaries and, if possible, Internet use. As an extension you could ask students where the elements are found or how they are used. This could be set as homework.

Page 44 – activity 2

1 E 2 G 3 A 4 D 5 B 6 C 7 F

Page 45 – activity 3

1 was 2 moved 3 finished 4 became 5 created 6 stopped 7 died

Page 45 – activity 4

A 4 (sodium chloride) B 2 (ethyne)
C 1 (sodium monofluorophosphate) D 3 (caffeine)

Symbol = Element	
Na	sodium
Cl	chlorine
C	carbon
H	hydrogen
F	fluorine
O	oxygen
P	phosphorus
N	nitrogen

UNIT 10 – The Human Body: the Circulatory System**LEVEL A1-A2****Page 46 – activity 1**

Ask students to quickly define both the heart and blood and say what they do. Then move on to looking at the text.

Page 46 – activity 2

1 E – pump 2 D – muscle 3 F – vessel 4 A - arteries 5 B – veins
6 C – oxygen

Page 47 – activity 4

1 capillaries 2 blood 3 plasma 4 platelets 5 white cells 6 red cells

Page 49 – activity 6

1 chambers 2 top 3 movements 4 lungs 5 faster

UNIT 11 – Nutrition**LEVEL A2****Page 51 – activity 1**

Look at the table and make sure students understand the vocabulary used. You may want to start a discussion into what students consider to be a healthy diet and what they consider to be an unhealthy one.

Page 52 – activity 2

For this activity and activity 4, it may be useful to have some food labels available. You could ask students to bring in few before the lesson. As they read, ask students to evaluate the levels of carbohydrates, proteins and fats of each label.

Page 53 – activity 3

These are suggested answers, ask students to explain their choices.

1 about 2,200 calories 2 2,000 3 between 2,000 and 2,300 4 between 3,000 and 3,500

Page 54 – activity 4

As suggested above for activity 2, you may wish to have students bring in their own food labels to compare. You may need to check that they can translate all the entries into English beforehand. Then have students compare the calories, nutrient levels for different foods. Ask them which foods are healthier than others and ask them to explain their reasoning.

Page 54 – activity 5

Ask students to name all the food they can see on the different levels of the pyramid. Then in pairs or small groups you could ask students to plan a balanced diet for one day for themselves or for someone else.



Fats: oil, butter, sweets and chocolates, crisps



Dairy: milk, yoghurt, cheese



Proteins: meat, chicken, eggs and fish



Vegetables: lettuce, onions, carrots, cauliflower, pepper, potatoes



Fruits: apples, watermelon, oranges, apricots, pears, pineapples, banana



Carbohydrates: biscuits, pizza, pasta, rice, bread (white and brown), crackers, breadsticks, nuts, cereals

Page 55 – activity 6

- 1 F – Iron builds red blood cells.
- 2 T
- 3 F – Foods are divided into three groups: carbohydrates, proteins and fats.
- 4 T
- 5 T
- 6 T

UNIT 12 – Earthquakes and Volcanoes**Page 57 – activity 2**

- 1 It is the outer covering of the planet.
- 2 The oceanic crust is between five and ten kilometres thick, while the land crust is between thirty-five and fifty kilometres thick.
- 3 It is a movement that travels across the crust of the Earth and causes earthquakes.
- 4 They usually last a few seconds.
- 5 They are measured by their magnitude (size) and their intensity (amount of damage).
- 6 It is a 40,000 km-long seismic area.
- 7 It is usually caused by an earthquake underwater or a volcanic eruption underwater.
- 8 It warns countries in danger of a tsunami.

Page 59 – activity 4

- 1 T
- 2 F – A volcano's peak is called a crater.
- 3 T
- 4 T
- 5 F – One of the first signs of a volcanic eruption is when there are loud noises underground.
- 6 T

Page 60 – activity 5

- 1 C – Gas bubbles inside the reservoir of hot magma are created.
- 2 B – The eruption starts and gas and lava come out of the crater.
- 3 D – Lava flows down the sides of the volcano.
- 4 A – Only steam comes out of the volcano.

HISTORY

UNIT 13 – Early Britain: 43 CE to 1066

LEVEL A1

Page 62 – activity 1

The study of History in *Going for CLIL* offers students insights into episodes of both British and American history, as well as those which have importance relevance worldwide. In Unit 13 the focus is on British History up to the Norman conquest of 1066. You may wish to start by asking students what, if anything, they already know about Early Britain. You may also wish to use the timeline below, which covers the three major groups of people discussed in this unit.

55 BCE	400 CE	800 CE	1066
ROMANS			
ANGLO-SAXONS			
VIKINGS			

Page 63 – activity 2

1 B 2 A 3 B 4 A 5 B

Page 64 – activity 3

1 B A T H
 2 R O A D S
 3 B A S I L I C A
 4 A T T A C K S
 5 M O S A I C
 6 I N V A D E
 7 M I N E R A L S
 8 S O L D I E R
 9 W A L L

Page 65 – activity 5

1 C 2 D 3 A 4 B

Page 66 – activity 7

- 1 F – In 1066 Harold Godwinsson became King of England. He was actually king from January 1066 to October 1066.
- 2 T
- 3 T
- 4 F – The Normans won the difficult battle near Hastings.
- 5 T

UNIT 14 – Britain in the Middle Ages

LEVEL A1

Page 67 – activity 1

Without reading the text, ask students to look at the picture and ask them who the people are on each level and what their jobs are. Ask them who is most important and who is least important. Then read the text to find out about the feudal system in more detail.

Page 67 – activity 2

1 food 2 noblemen 3 room 4 fire 5 windows 6 castle

Page 68 – activity 3

Before reading ask students to describe the castles in the pictures. Ask them if they think they are strong, easy to attack, etc.

Page 69 – activity 4

- 1 F – Peasants usually lived near castles.
- 2 T
- 3 T
- 4 F – Castles were often near rivers because it was difficult to attack them.
- 5 T

Page 69 – activity 5

A 5 B 3 C 1 D 2 E 4

Page 71 – activity 7

1 king 2 heavy 3 picture 4 fourteen 5 1000s

Page 71 – activity 8

1 gloves 2 chain mail 3 helmet 4 breast plate 5 shield

UNIT 15 – Colonial America and the American Revolution

LEVEL A1-A2

Page 72 – activity 1

Life was, of course, not easy for the early American colonists. They were in a new land with all kinds of dangers and they had to build homes, grow crops and govern themselves. You could ask students how they would feel if they went to a deserted place to live.

Page 72 – activity 2

- 1 It was successful because it produced and sold tobacco.
- 2 There were thirteen.
- 3 They produced tobacco, cotton and sugar.
- 4 Because they wanted their own government and they did not want to continue paying taxes to Great Britain.
- 5 It started when colonists from the *Mayflower* decided to thank their Indian friends for the help received during the first year.

Page 72 – activity 3

1 visit 2 sweets 3 busy 4 dinner 5 vegetables 6 football 7 were 8 parents 9 eat 10 game

Page 74 – activity 4

In the picture some men are throwing boxes from a ship. It is related to the American Revolution because the American colonists are throwing big boxes of British tea into the sea as a sign of protest against Great Britain's high taxes. Follow up by asking students about the other pictures on the double page. Let them look at the captions and ask them what they know about them. Finally, before they start reading see if they can notice the difference between the flag on the page and the one used today (fewer stars).

Page 75 – activity 5

1 tax on 2 colonists, sea 3 began 4 signed 5 allies 6 won 7 President 8 make

Page 76 – activity 6

Brainstorm students' opinions of the USA. Focus on different aspects, e.g. geographical, political and technological.

Page 76 – activity 7

1 L O U I S I A N A
2 C E N T R A L
3 G O L D
4 R A I L W A Y
5 O C E A N
6 C O N T I N E N T S

UNIT 16 – The Industrial Revolution

LEVEL A1-A2

Page 77 – activity 1

Try and get students to think of some of the main aspects of the Industrial Revolution, i.e. machinery, factories, population in cities. Ask them to think of one positive and one negative point for each.

Page 78 – activity 2

After reading you may want to ask students which of these inventions they think was the most useful. Ask them why. Brainstorm other important inventions (some of which will most likely feature in activity 6 on page 81). You could even ask students to find out more about different ones and report back at a later date.

Page 78 – activity 3

1 increased 2 agriculture 3 energy 4 cloth, factories 5 railway

Page 79 - activity 4

Ask students to think about both rich and poor people. Life was very difficult for the poor who had to work long hours in factories with low wages and who had to live in very uncomfortable and unhealthy homes with little to eat. But the middle and upper classes lived very well and became even wealthier because the Industrial Revolution brought them great profits, as Britain became a leading industrial nation.

Page 80 – activity 5

- 1 F – Many coal mines were opened during the Industrial Revolution.
- 2 T
- 3 T
- 4 F – Children worked in factories all day long and did not go to school.
- 5 F – The poor lived in small terraced houses.
- 6 T

Page 81 – activity 6

- 1 The flying machine – Orville and Wilbur Wright
- 2 The practical light bulb – Thomas Edison
- 4 The telephone – Alexander Graham Bell
- 5 The safety elevator – Elisha Otis

UNIT 17 – Two World Wars**LEVEL A2****Page 82 – activity 1**

Students will probably be aware that Germany and Great Britain were involved, but may not be so aware of which and how many countries joined in. In the end most European countries had some involvement, as well as Turkey and the United States of America.

Page 83 – activity 2

- 1 Franz Ferdinand, Archduke of Austria and his wife were killed by Gavrilo Princip, a young Bosnian-Serb.
- 2 Austria-Hungary declared war on Serbia on 28 July 1914 because a young Serb had killed the archduke and his wife.
- 3 Trenches were long, deep holes in the ground where soldiers stayed during the First World War.
- 4 The United States entered the war in March 1917.
- 5 Around 8.5 million soldiers were killed and around 21 million were injured during the war.

Page 84 – activity 3

In addition to the countries mentioned in activity one there were other countries further away such as Japan. Ask students which countries were on which side.

Page 85 – activity 4

- 1 T
- 2 F – The Munich Agreement gave an area of Czechoslovakia, called Sudetenland, to Germany.
- 3 T
- 4 F – Hitler wanted to invade Great Britain in 1940.
- 5 T
- 6 F – D-Day was the name of the Allied invasion of Europe to stop the Nazis.
- 7 T

Page 87 – activity 6

- 1 Hitler blamed the Jews for all the problems of Germany and considered them to be an inferior race.
- 2 They could not work in governmental jobs and in 1935 they were no longer considered German citizens. Their homes and businesses were taken away from them.
- 3 The ghettos were closed areas within cities where Jewish people were forced to live. These were then emptied as the Jews were sent to concentration camps.
- 4 Auschwitz-Birkenau was a terrible extermination camp in southern Poland.
- 5 Anne Frank and her family were Jewish and they had to hide from the Nazis in a small apartment in the Netherlands. Anne wrote about this terrible experience in her diary. When the Nazis found Anne and her family in 1944 they were sent to a concentration camp where Anne died in March 1945. After the war her father published her diary and it became a bestseller.
She is famous today because her diary is a first-hand, detailed description of her life and thoughts during the terrible Nazi persecution.

UNIT 18 – From the Second World War to Today**LEVEL A2****Page 88 – activity 1**

The American Civil Rights Movement wanted a better and more equal America for all races. Even if today the issue of race is often still problematic, great progress has been made over the last 50 years (especially recently with the election of Barack Obama, the first Afro-American President of the United States). After reading ask students what changes have happened recently and discuss. You could also develop the discussion into looking into race issues in the students' own country.

Page 89 – activity 2

Quickly see if students are aware of what the apartheid was and ask them if they recognize the two men in the photo.

Page 89 – activity 3

- 1 against 2 all Americans 3 United States 4 fewer 5 vote in elections
6 ended; freed from

Page 90 – activity 4

As students will discover when reading, the Cold War was a long period of political, economic and scientific tension between the United States of America and the USSR. Each country wanted to prove to the world that its political ideology was the most successful. Before reading you may want to briefly ask students what they know about USSR (Union of Soviet Socialist Republics, although often called the Soviet Union). This was a federation of 15 republics in East Europe, controlled by what is now Russia. It existed from 1922-91.

Page 90 – activity 5

- 1 One of the reasons for the Cold War was the different points of view about politics and the better way of living.
- 2 In October 1957 the USSR sent the first artificial satellite called Sputnik into space. In July 1969 the American Apollo 11 landed on the moon.
- 3 Mikhail Gorbachev wanted to improve relations between the USSR and the West, and in 1989 he officially declared the Cold War over.

Page 91 – activity 6

A basic definition of communism, in theory, is a classless social and political system in which the means of production are owned and controlled by the people as a whole, and the goods and wealth produced are distributed equally to all according to their needs. Ask students if they know any countries which are or were communist ruled. Ask them also to think about some of the positive and negative aspects.

Page 91 – activity 7

- 1 T
- 2 F – East and West Germany were united in October 1990.
- 3 T
- 4 F – On 26 December 1991 the Soviet Union did not exist anymore.

Page 93 – activity 9

- 1 T
- 2 F – Most poor countries seem to be getting poorer.
- 3 T
- 4 T
- 5 F – World leaders are trying to decrease levels of pollution.