

GEOLOGICAL TOURISM

INS VICENÇ PLANTADA
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Generació Plurilingüe (GEP)
Year 2
2019-2020

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Identification of the GEP project

Title	GEOLOGICAL TOURISM
Authorship	Anna Girbau Lloveras i Maria Hernández Pérez
School	INS VICENÇ PLANTADA (Mollet del Vallès)
Students' CEFR Level (A1, A2...)	A1
Grade	1st ESO
Content area(s)	NATURAL AND SOCIAL SCIENCES
Number of sessions (4, 6 or 9)	6 Sessions
Teacher(s) involved	Anna Girbau Lloveras i Maria Hernández Pérez
Keywords	Relief, external geological processes, internal geological processes

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1. OUR PROJECT

Introduction:

Our project aims to create an Annual Worldwide Congress of Tourism Agents where students will present some of the most famous and charming landscapes of the world. In order to do this, students are going to discover and describe some important geological landforms throughout the knowledge acquired about relief and external and internal geological processes.

Driving question:

How can we decide which are the most attractive places for the “Geological Jewels Route”?

Final products:

1. Geological tourism sheet (including a geological description)
2. Oral presentation and survey in a Congress of Tourism Agents
3. Exhibition in the school hall

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. <u>Analyze</u> a landscape and <u>describe</u> it to create a geological sheet.	1. Students should be able to create a sheet <ul style="list-style-type: none"> 1.1. Following the presentation rules 1.2. Using specific and scientist vocabulary in English
2. <u>Communicate</u> the information properly and do it appealing.	2. Students should be able to do an oral presentation <ul style="list-style-type: none"> 2.1 with a nice designing digital presentation 2.2 with a correct oral expression 2.3 with correct and understandable content

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3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Ciències de la Naturalesa (Biologia i Geologia)</p> <p><u>Competència 2.</u> Identificar i caracteritzar els sistemes biològics i geològics des de la perspectiva dels models, per comunicar predir el comportament dels fenòmens naturals.</p> <p><u>Competència 3.</u> Interpretar la història de l'Univers, de la Terra i de la vida utilitzant els registres del passat.</p> <p>Ciències Socials (Geografia)</p> <p><u>Competència 5.</u> Explicar les interrelacions entre els elements de l'espai geogràfic.</p> <p><u>Competència 6.</u> Aplicar els procediments de l'anàlisi geogràfica a partir de la cerca i l'anàlisi de diverses fonts.</p>	<p>Ciències de la Naturalesa (Biologia i Geologia)</p> <p>CC13. Model de canvi geològic. Model de material geològic. Model de la tectònica de plaques.</p> <p>CC14. Història de l'Univers, de la Terra i de la vida.</p> <p>Ciències Socials (Geografia)</p> <p>CC1. Textos de les ciències socials: descripció, explicació, justificació, interpretació i argumentació, i vocabulari propi.</p> <p>CC17. Fonts per al coneixement del medi físic. Cerca, anàlisi i contrast d'informacions gràfics i</p>	<p><u>Competència 2.</u> Planificar i produir textos orals de tipologia diversa adequats a la situació comunicativa</p> <p><u>Competència 8.</u> Produir textos escrits de diferents tipologies i formats aplicant estratègies de textualització.</p>	<p>CC3. Estratègies de producció oral.</p> <p>CC12. Adequació, coherència i cohesió.</p> <p>CC18. Interpretació oral i lectura en veu alta, recitació, representació.</p>

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<p>Àmbit digital</p> <p><u>Competència 2.</u> Utilitzar les aplicacions d'edició de textos, presentacions multimèdia i tractament de dades numèriques per a la producció de documents.</p> <p><u>Competència 8.</u> Realitzar activitats en grup tot utilitzant eines i entorns virtuals de treball col·laboratius.</p> <p>Àmbit personal i social</p> <p><u>Competència 2.</u> Conèixer i posar en pràctica estratègies i hàbits que intervenen en el propi aprenentatge.</p>	<p>mapes, amb suport digital i analògic.</p> <p>CC20. Localització i caracterització de diferents paisatges. Principals zones bioclimàtiques de Catalunya, Espanya, Europa i el món. Defensa i preservació del patrimoni paisatgístic.</p> <p>Àmbit digital</p> <p>CCD9. Eines d'edició de documents de text, presentacions multimèdia i processament de dades numèriques.</p> <p>CCD13. Fonts d'informació digital: selecció i valoració.</p> <p>CCD22. Entorns de treball i aprenentatge col·laboratiu.</p> <p>Àmbit personal i social</p> <p>CCPS6. Hàbits d'aprenentatge.</p> <p>CCPS14. Habilitats i actituds pel treball en grup.</p> <p>CCPS16. Eines digitals col·laboratives</p>		
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4. 21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence	✗	Social and civic competence	✓
Interaction with the physical world competence	✓	Learning to learn competence	✓

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Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓
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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> → Relief → Internal and External Geological Processes → Text editor and presentation editor (Google Documents and Google Presentation) 	<ul style="list-style-type: none"> • Defining some important relief vocabulary: • Describing and locating a landscape • Analysing and explaining the causes and effects of external and internal geological processes. • Using a text editor and a digital presentation tool to create documents • Working in groups • English oral production

7. REFERENCES

Images from www.wikipedia.org

Images from 1ESO Biologia i Geologia. Editorial Cruïlla.

Drawings from the dossier by Pilarín Bayés.

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8. COMMENTS

- Group work: collaborative and cooperative.
- Students will work mainly in pairs. Each pair will usually join another pair to form a group of four.
- The development of sessions 1 to 5 will be in a standard class. Session 6 will bring together students from 2 classes to do the Congress and present it to different students.
- For students who need special support, the teacher will choose the easiest landscapes to work with. The teacher will also help them search information.

9. ACKNOWLEDGEMENTS (optional)

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Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
-1- REVIEWING CONCEPTS	1.1. Reviewing Relief vocabulary	20 min	R, I	S-W S-S	Quizlet	SA
	1.2. Reviewing Geological Processes Vocabulary	20 min	R, I	S-W S-S	Quizlet	SA
	1.3. Making pairs activity	10 min	I	WG	x	x
-2- CONNECTING IDEAS (Mind Map & Text Creation)	2.1. Geological Processes Mind Map	15 min	S, I	SG	x	PA
	2.2 Self-Correction Mind Map	5 min	R, I	SG	x	PA
	2.3. Text creation about Geological Processes	15 min	W, I	SS SG	x	PA AT

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	2.4. Oral Reading of the text	15 min	S, I	WG	x	TA
-3- BECOMING TOURIST AGENTS	3.1. Reading information about the activity	5 min	R, L, I	WG TS	x	x
	3.2. Searching information about the landscape	15 min	R, S, W, I	SS	Browser such as Google	x
	3.3. Sharing information and help (information)	15 min	R, S, W, I	SS SG	x	PA
	3.4. Writing the Geological Sheet	20 min	W, I	SS	Document of Google (Drive)	PA
-4- BECOMING TOURIST AGENTS 2	4.1 Sharing information and help (Geological Sheet)	15 min	S, W, I	SS SG	x	PA
	4.2. Creating a digital presentation	40 min	R, S, W, I	SS SG	Presentation of Google (Drive)	PA
-5- PREPARING THE CONGRESS PRESENTATION	5.1. Developing and practicing our speech (oral presentation)	20 min	S, W, I	SS	x	PA
	5.2. Sharing information and help (oral presentation)	20 min	S, I	SS SG	x	PA AT
	5.3. Hanging the Geological Sheet in the main poster	10 min	I	SG	x	TA

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-6- CONGRESS OF TOURISM AGENTS	6.1 Oral Presentation in the Congress of Tourism Agents	1h-2h	S	WG	Presentation of Google (Drive)	TA
	6.2 Survey	During activity 6.1	I	WG	Google Forms	PA
	6.3 Final valoration of the project	10 min	W	ST WG	Google Forms	X

11. SESSION PLANNING

SESSION 1: REVIEWING CONCEPTS

Objectives of the session: In this session, students will review the concepts studied before, and they will refresh the vocabulary learned previously. At the end of the session the pairs to work together during the project will be created.

Content-obligatory language for the session:

Continental relief: valley, mountain, mountain range, depression, plateau, plain

Coastal relief: peninsula, isthmus, cape, gulf, island, archipelago

External Geological Processes: weathering, erosion, transportation, deposition, glacier, superficial water, groundwater, ocean.

Internal Geological Processes: volcano, earthquake, tectonic plates movement, geothermal phenomena.

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	Activities include : Name and description; Assessment tool (if any); Material (including language support)					
1.1	<p>Reviewing Relief Vocabulary.</p> <ul style="list-style-type: none"> → <u>Description</u>: Students will use QUIZLET to review the concepts studied before related with Relief. First, they will do "Fichas" to clarify concepts and after they will press "Combinar" and play. They can work individually or in pairs. → <u>Assessment tool</u>: It's a self-assessment tool because students will know how much they remember. → <u>Material</u>: <ul style="list-style-type: none"> ◆ Quizlet test https://quizlet.com/_81q24j?x=1jqt&i=1bxz2g ◆ Computers 	20 min	R, I	S-W S-S	✓	SA
1.2	<p>Reviewing Geological Processes Vocabulary.</p> <ul style="list-style-type: none"> → <u>Description</u>: Students will use QUIZLET to review the concepts related with Geological Processes studied before. First, they will do "Fichas" to clarify concepts and after they will press "Combinar" and play. They can work individually or in pairs. → <u>Assessment tool</u>: It's a self-assessment tool because students will know how much they remember. → <u>Material</u>: <ul style="list-style-type: none"> ◆ Quizlet test https://quizlet.com/_81qab6?x=1jqt&i=1bxz2g ◆ Computers 	20 min	R, I	S-W S-S	✓	SA
1.3	<p>Making pairs activity</p> <ul style="list-style-type: none"> → <u>Description</u>: On the class floor there will be small cards face down. Each student will pick one card and will have to find his partner. Each pair will have the name of a place or landscape situated around the world. These pairs will have to work together during the project. → <u>Assessment tool</u>: It's not an assessment tool. 	10 min	I	WG	x	x

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	<p>→ <u>Material:</u></p> <ul style="list-style-type: none"> ◆ Cards with place or landscape names in halves (https://drive.google.com/file/d/1a4riOxbUN1Si8xaHIAD31htrJ8h5zn5X/view?usp=sharing) 				
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	<h2>SESSION 2: Connecting ideas (mind map and text creation)</h2> <p>Objectives of the session: In this session, students will have to structure the knowledge acquired in previous sessions throughout a mind map. After that they will have to write a small text using the mind map concepts, and each group will have to present it in front of the class.</p>
	<p><u>Content-obligatory language for the session:</u></p> <p>External Geological Processes: weathering, erosion, transportation, deposition, glacier, superficial water, groundwater, ocean. Internal Geological Processes: volcano, earthquake, tectonic plates movement, geothermal phenomena.</p>
	<p>Activities</p> <p>include : Name and description; Assessment tool (if any); Material (including language support)</p> 

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	<u>Geological Processes Mind Map.</u> <ul style="list-style-type: none"> → <u>Description</u>: Students will be given some cards with words, markers, glue and a colored poster board. They will have to create a mind map with these words to structure and connect concepts and knowledge acquired before. They will work in small groups. → <u>Assessment tool</u>: Not used as an assessment tool. However, it is useful for the students as a peer assessment. → <u>Material</u>: <ul style="list-style-type: none"> ◆ Words to create the mind map (https://drive.google.com/file/d/1oHza9maTGQgZDEidlv37vjZVzw8U_uyc/view?usp=sharing) ◆ Markers, glue, colored poster boards. 	15 min	S, I	SG	x	PA
2.2	<u>Self-correction Mind Map.</u> <ul style="list-style-type: none"> → <u>Description</u>: Students will be given a model of a mind map in order to do a self-correction. They will work in small groups (Groups of 4: two pairs together) → <u>Assessment tool</u>: It's a peer assessment activity. → <u>Material</u>: <ul style="list-style-type: none"> ◆ Self-correction mind map (see attached material) 	5 min	R, I	SG	x	PA
2.3	<u>Text creation about Geological Processes .</u> <ul style="list-style-type: none"> → <u>Description</u>: Based on the information provided in the mind map, students will create a text about Geological Processes. They will write the text in pairs. Then, the pairs from each group of four will exchange their text and, together, they will check it (with the rubrics/checklist) in order to improve it. They will rewrite the text. → <u>Assessment tool</u>: It's a peer assessment. → <u>Material</u>: <ul style="list-style-type: none"> ◆ White sheet for the draft. Colored sheet for the final text. 	15 min	W, I	SS SG	x	PA AT

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	<ul style="list-style-type: none"> ◆ Text checklist (https://drive.google.com/file/d/1IBebRE65NiuQS4ryzMNm7lvFx4PQ5Uh3/view?usp=ssharing) 				
2.4.	<p>Oral reading of the text</p> <p>→ <u>Description</u>: Students will present the text they have written, in order to practise pronunciation and become self-confident for the final presentation.</p> <p>→ <u>Assessment tool</u>: Teacher assessment</p> <p>→ <u>Material</u>: x</p>	15 min	S, I	WG	x TA

SESSION 3: Becoming Tourist Agents

Objectives of the session: Students will discover their goal for this Project. They will search the information and they will create a Geological Sheet of their place or landscape.

Content-obligatory language for the session:

Continental relief: valley, mountain, mountain range, depression, plateau, plain

Coastal relief: peninsula, isthmus, cape, gulf, island, archipelago

External Geological Processes: weathering, erosion, transportation, deposition, glacier, superficial water, groundwater, ocean.

Internal Geological Processes: volcano, earthquake, tectonic plates movement, geothermal phenomena.

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	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
3.1	<p><u>Reading information about the activity</u></p> <ul style="list-style-type: none"> → Description: With the whole group, students will read the text about the main activity. Teacher will answer questions related to the comprehension of the text. → Assessment tool: Teacher will ask some questions to check students' understanding of the text. → Material: <ul style="list-style-type: none"> ◆ Activity dossier (https://drive.google.com/file/d/1WIM-IRzRYyNoqB_qreXq9BeKguw1fN/view?usp=sharing) 	5 min	R, L, I	WG TS	x	x
3.2	<p><u>Searching information about the landscape</u></p> <ul style="list-style-type: none"> → Description: Students have to search information about the place or landscape (the one they get in the floor cards). They have to fill activity 1 from the dossier in order to begin structuring the information. → Assessment tool: x → Material: <ul style="list-style-type: none"> ◆ Activity dossier (attached above in activity 3.1) ◆ Internet connection ◆ Computers 	15 min	R, S, W, I	SS	✓	x
3.3	<p><u>Sharing information and help (information)</u></p> <ul style="list-style-type: none"> → Description: Each pair, with the other pair of the group of 4, will share information and they will exchange comments in order to solve doubts and to share opinions and help. They have three questions to think about: <ul style="list-style-type: none"> • Are you sure about the localization? • Are you sure about how your landscape was created? 	15 min	R, S, W, I	SS SG	x	PA

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	<ul style="list-style-type: none"> • Do you know which is the most important information to write in the last paragraph? <p>Students have the information of the activity written in activity 2 from the dossier. If it's necessary, the teacher will help students.</p> <p>→ <u>Assessment tool:</u> It's a peer assessment activity → <u>Material:</u> <ul style="list-style-type: none"> ◆ Activity dossier (attached above in activity 3.1) ◆ Internet connection ◆ Computers </p>				
3.4	<p><u>Writing the Geological Sheet</u></p> <p>→ <u>Description:</u> Member 1 of the pair has to create a Google Document (in Google Drive) and share it with the teacher and the other member of the pair. Both members of the pair have to create an on-line sheet with the characteristics listed. Students have the information of the activity written in activity 3 from the dossier. It also includes student language support. If it's necessary, the teacher will help students.</p> <p>→ <u>Assessment tool:</u> Students will work together, so it's going to be peer assessment.</p> <p>→ <u>Material:</u> <ul style="list-style-type: none"> ◆ Activity dossier (attached above in activity 3.1) ◆ Internet connection ◆ Computers </p>	20 min	W, I	SS	✓ PA

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SESSION 4: Becoming Tourist Agents 2

Objectives of the session: Students will help each other in order to finish the Geological Sheet of their place or landscape. And they will begin preparing the digital presentation.

Content-obligatory language for the session:

Continental relief: valley, mountain, mountain range, depression, plateau, plain

Coastal relief: peninsula, isthmus, cape, gulf, island, archipelago

External Geological Processes: weathering, erosion, transportation, deposition, glacier, superficial water, groundwater, ocean.

Internal Geological Processes: volcano, earthquake, tectonic plates movement, geothermal phenomena.

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	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
4.1	<p>Sharing information and help (Geological Sheet)</p> <p>→ <u>Description</u>: Each pair, with the other pair of the group of 4, will share information and they will exchange comments in order to solve doubts and to share opinions and help. It corresponds to activity 4 from the dossier.</p> <p>If it's necessary, the teacher will help students.</p> <p>After that, students in pairs will finish the Geological Sheet.</p> <p>→ <u>Assessment tool</u>: It's a peer assessment activity, in small groups</p> <p>→ <u>Material</u>:</p> <ul style="list-style-type: none"> ◆ Activity dossier (attached above in activity 3.1) ◆ Internet connection ◆ Computers 	15 min	S, W, I	SS SG	x	PA
4.2	<p>Creating a digital presentation.</p> <p>→ <u>Description</u>: Each pair will prepare the digital presentation for the congress presentation following the steps and the rules written in activity 5 of the dossier. The presentation will be the same for the teacher and the other pairs that are working on a landscape of the same continent (shared in Google Drive). Language support provided in the example of the dossier.</p> <p>→ <u>Assessment tool</u>: It's a peer assessment activity, in small groups.</p> <p>→ <u>Material</u>:</p> <ul style="list-style-type: none"> ◆ Activity dossier (attached above in activity 3.1) ◆ Internet connection ◆ Computers ◆ Links to Google Presentation of each continent (it must be created and shared with students) 	40 min	S, R, W, I	SS SG	✓	PA

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SESSION 5: Preparing the Congress Presentation

Objectives of the session: Students will prepare for the Congress presentation. They will develop and practice their speech. In addition, they will hang their Geological Sheet on the hall wall.

Content-obligatory language for the session:

Continental relief: valley, mountain, mountain range, depression, plateau, plain

Coastal relief: peninsula, isthmus, cape, gulf, island, archipelago

External Geological Processes: weathering, erosion, transportation, deposition, glacier, superficial water, groundwater, ocean.

Internal Geological Processes: volcano, earthquake, tectonic plates movement, geothermal phenomena.

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	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
5.1	<p><u>Developing and practicing our speech (Oral presentation)</u></p> <ul style="list-style-type: none"> → <u>Description</u>: Each pair will develop their speech for the Congress and will practice it to prepare it. It corresponds to activity 6 from the dossier. If it's necessary, the teacher will help students. → <u>Assessment tool</u>: It's a peer assessment activity. → <u>Material</u>: <ul style="list-style-type: none"> ◆ Activity dossier (attached above in activity 3.1). 	20 min	S, W, I	SS	X	PA
5.2	<p><u>Sharing information and help (Oral Presentation)</u></p> <ul style="list-style-type: none"> → <u>Description</u>: Each pair, with the other pair of the group of 4, will practice the speech and they will exchange comments in order to solve doubts and to share opinions and help. They will use the Oral Presentation Self Assessment Criteria, in order to improve it. It corresponds to activity 7 from the dossier. After that, students in pairs will improve their Oral Presentation or continue practicing. → <u>Assessment tool</u>: It's a peer assessment activity, in small groups → <u>Material</u>: <ul style="list-style-type: none"> ◆ Activity dossier (attached above)including the Oral Presentation Self Assessment Criteria ◆ Oral Presentation Checklist. (https://drive.google.com/file/d/14mjYs8zau5gOrscjpdSjDfFuMOfIzQCt/view?usp=sharing) 	20 min	S, I SG	SS SG	X	PA AT

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	Hanging the Geological Sheet in the main poster						
5.3	<ul style="list-style-type: none"> → <u>Description</u>: There will be a poster in the hall, where students can stick their Geological Sheet in order to be presented and to be evaluated by the teacher. → <u>Assessment tool</u>: It's a teacher assessment activity. → <u>Material</u>: <ul style="list-style-type: none"> ◆ Main poster 	10 min	I	SG	X	TA	

SESSION 6: Congress of Tourism Agents

Objectives of the session: Students will present their landscape in the Congress of Tourism Agents and will participate as a member of the jury to assess the landscapes. They will have a reward.

Content-obligatory language for the session:

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	Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>																									
6.1	<p>Oral Presentation in the Congress of Tourism Agents</p> <ul style="list-style-type: none"> → <u>Description</u>: This activity is going to take place in the assembly hall of the center, with all the students participating (from different classes). Teacher will do the initial speech. After that, students will present their landscape to the rest of the Tourism Agents (students) following the instructions previously given. → <u>Assessment tool</u>: It will be assessed by the teacher → <u>Material</u>: <ul style="list-style-type: none"> ◆ Initial speech (<a)<="" href="https://drive.google.com/file/d/1mvj0pSdS5bXffOAj9LwQ-d5SLNaE7iu/view?usp=sharing" li=""> ◆ Digital presentations of each continent (created in activity 4.2) ◆ Internet connection ◆ Computer 	1h-2h	S	WG	✓	TA																				
6.2	<p>Survey</p> <ul style="list-style-type: none"> → <u>Description</u>: During the Congress, each student will decide which is the best landscape of each continent. They will use a Google Form with a question for each landscape. Students will answer it through the mobile. The questionnaire for each landscape will be: <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Fantastic 😊</td> <td>Nice 😃</td> <td>Regular 😐</td> <td>I dont' like 😡</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Oral Presentation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Digital Power Point</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Landscape valorati...</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	Fantastic 😊	Nice 😃	Regular 😐	I dont' like 😡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral Presentation				Digital Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Landscape valorati...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	during 6.1	I	WG	✓	PA
Fantastic 😊	Nice 😃	Regular 😐	I dont' like 😡																							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							
Oral Presentation																										
Digital Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							
Landscape valorati...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



	<p>** At the end of the Congress a brunch will take place. There will be some biscuits and juices for students.</p> <p>→ <u>Assessment tool</u>: It's a peer assessment by the whole group.</p> <p>→ <u>Material</u>:</p> <ul style="list-style-type: none"> ◆ Google Form link ◆ Internet connection ◆ Mobiles 					
6.3	<p><u>Final valoration of the project</u></p> <p>→ <u>Description</u>: Students will assess the Project through Google Forms or discussing it in class. Students will have to say: Things we learned, things we improved, things we enjoyed, things to improve the project</p> <p>→ <u>Assessment tool</u>: It's an assessment for the teacher and the Project</p> <p>→ <u>Material</u>:</p> <ul style="list-style-type: none"> ◆ Google Forms 	10 min	W	ST	✓	x

MATERIALS

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1.3. Making groups activity. Cards with place or landscape name's in halves

TORMO ALTO CIUDAD ENCANTADA
MEANDRE MELERO
COSTA BRAVA
COVES D'EN TOLL
FIORDS NORUECS

LITTLE SAHARA a KANGAROO ISLAND
ULURÚ (AYERS ROCKS)
ROTORUA (NOVA ZELANDA)
ELS DOTZE APÒSTOLS de PORT CAMPBELL
THE PINNACLES (NAMBUNG)

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BADIA DE HA LONG

HIMÀLAIA

COVA REED FLUTE

ILLES DEL JAPÓ

DANXIA

SAN ANDREW FAULT

GRAN CANYON of COLORADO

SALAR de UYUNI

ANDES

PERITO MORENO

KILIMANJARO

PAVIMENT DESÈRTIC DEL SÀHARA

TEIDE

CASCADA VICTÒRIA

GRAN VALL DEL RIFT

2.1. Geological Processes Mind Map. Words

to create the mind map.

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More information at: <http://grupsderecerca.uab.cat/clisi/>



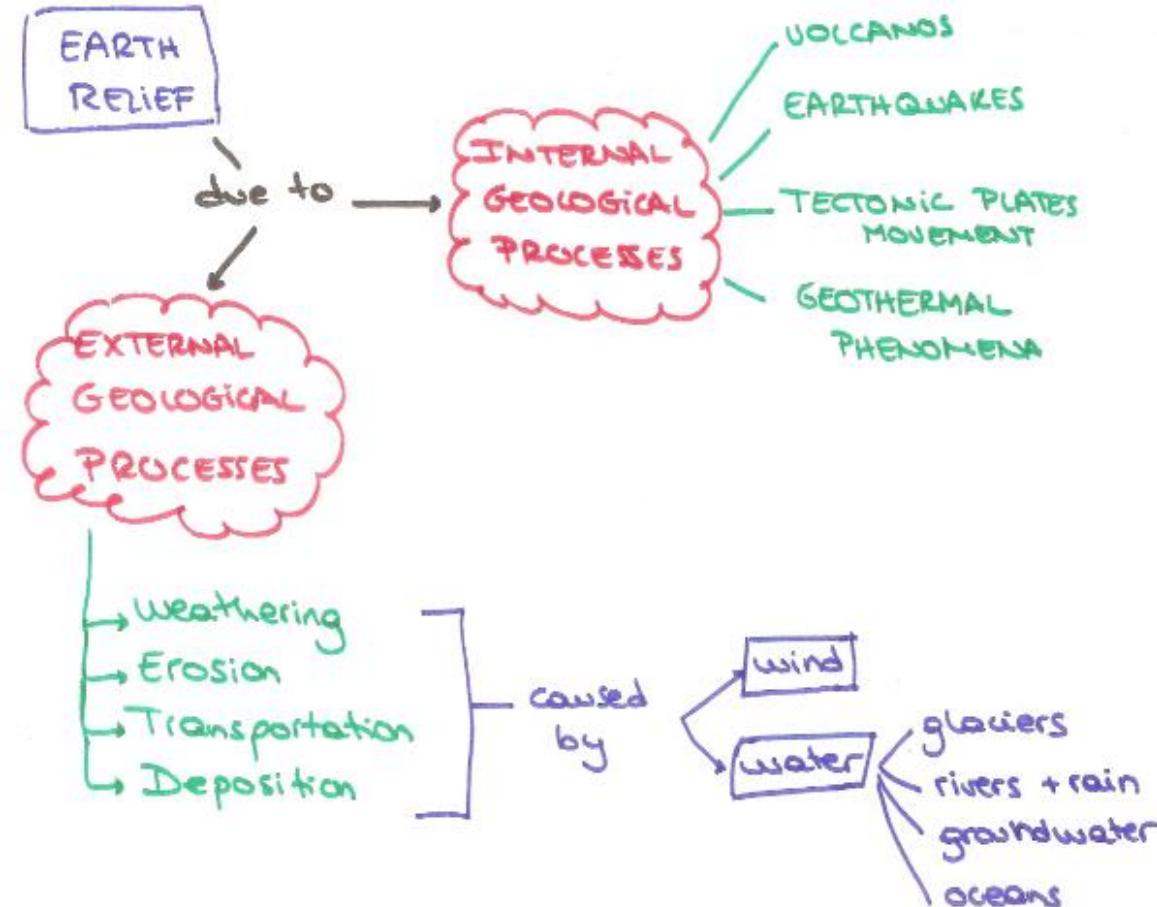
EARTH RELIEF	Wheathering	INTERNAL GEOLOGICAL PROCESSES
WIND	Glaciers	EXTERNAL GEOLOGICAL PROCESSES
	Erosion	Volcanos
due to	Groundwater	Earthquakes
caused by	Rivers+Rain	Tectonic Plates Movement
WATER	Deposition	Geothermal Phenomena
Oceans	Transportation	

2.2. Self-correction Mind Map. Self-correction Mind Map

Template adapted from CLIL-SI 2015.

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2.3. Text creation about Geological Processes. Text checklist

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TEXT CHECKLIST		✓ ✗
1	The text has a title	
2	The text is structured in paragraphs	
3	There is an introduction, a body and a conclusion	
4	There are different paragraphs to talk about internal and external geological processes	
5	The text includes all the words	
6	The sentences have the correct structure	
7	There are connectors to link the sentences	

3.1. Reading information about the activity.

Activity dossier (also used in 3.2, 3.3, 3.4, 4.1, 4.2 and 5.1)

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



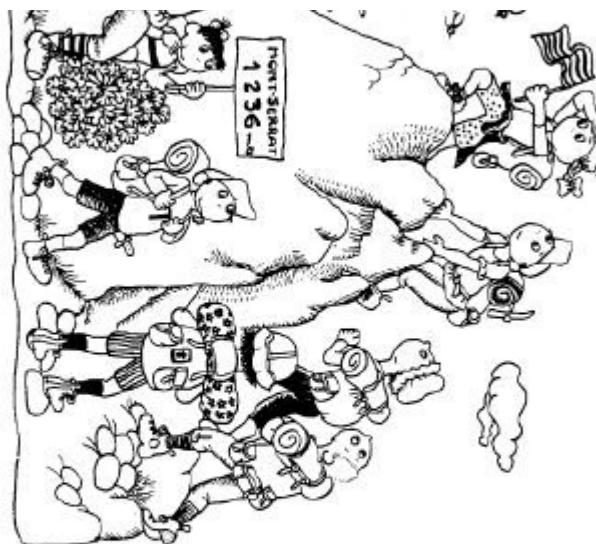
EOLOGICAL TOURISM

Why travelling? Do you know different areas
Have you ever travelled around the
world? Do you like to be a tourist around the world?

there are many people that enjoy doing
it means that, while they are travelling,
they go to see geological structures or they go
to visual landscapes.



ave a lot of knowledge about geology, and you have become invited to the most important Annual Worldwide Congressing, people will choose the most attractive places around "The Jewells Route". You will have to defend your place or land chosen as one of the best.



Images of

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



create a tourism sheet following the presentation rules and vocabulary in English.



TA DE L'EBRE (CATALUNYA)

in: It is located in the south of Catalunya, at the mouth of Ebre River, Mediterranean Sea, in Spain (Europe).

This landscape was created by external geological processes. It's the accumulation of sediments that arrive from the erosion of the river during its course. The formation started a long time ago. In addition, there are dunes created with grains of sand of eolic erosion.

imation: It is an interesting place because it is very rich in flora. There are some lakes. There are a lot of cultivations of fruit and rice. You can also practise windsurf, walking and cycling.

I have to do an oral presentation during the Annual Worldwide his presentation must have a nice designing powerpoint, with h correct and understandable content.



II, in pairs, you have to search for information about your place or the floor cards).

External geological processes?

Erosion, Transportation, Deposition?

Earthquakes, Tectonic Plates Movement, Geothermal Phenomena

ION:

Remember that you have to do an appealing presentation!

Landscape one of the most attractive places around the world?

Will it be in the "Geological Jewels Route"?



have the information. With your partners of the group of four we to help them and you will receive their help.

about the localization?

about how your landscape was created?

/ which the most important information to write in the last pa

will be to create the geological sheet of your landscape.

:member 1 of the pair has to create a Document of Google (in English) with the other members of the group.

:you have to create (both of the members of the pair) the sheet. teristics:

st be just 1 page

age must be full, the information must be well distributed.

st contain 2 images, minimum, of the landscape, appealing for :must be a title, In capital letters and bigger than the rest of the title: it must contain the location of the landscape, the continent. You can also add more information.

It is located in NORTH/SOUTH/EAST/WEST/CENTER
of ZONE_COUNTRY(CONTINENT)

GEO: it must include an explanation about how it was created.
be created by different processes

Landscape was created by INTERNAL/EXTERNAL GEOLOGICAL
example

also by...



formation: it must include other interesting information

in interesting place because ...

; tourist place because...

practise ...

visit ...

nd, with small letters, you must write your names and gro

le other pair of the group and share the information. Ask!



Anna Grimal Llovers
Marta Hernández Pérez

WE ARE MORE

POWERFUL

WHEN

WE EMPOWER
EACH OTHER

L'EBRE. Localization.



= to prepare the digital presentation.

partner 2 of the pair will receive an email from the teacher with the title of the landscape and the word "Localization". He/She has to open the Google Presentation and share it with the group.

I have to prepare your 4 slides on the Presentation shared. I and put them in order. It must have these characteristics:

the title of the landscape and the word "Localization"; a map of the continent with an arrow pointing to another map focused on the localization.

some words (not sentences) related with geology; images related to geology and the explanation.



EL'EBRE. Geology



SEDIMENTS

EL'EBRE. Other information



the title of the landscape and the words "Other information" and some words (not sentences) related with "Other information" and images related with "Other information" and the type of letter and colour of your slides.



the other pair of the group and practice the oral presentation too. You can use this Oral Presentation Checklist to check the Congress? Now, you have to practise your oral presentation too. You can use this Oral Presentation Checklist to check corresponding to each slide of the presentation and agree with each slide.

ORAL PRESENTATION ASSESSMENT CRITERIA	Fantastic ☺	Nice ☻
Knowledge of the content and preparation of the presentation?		
Understand?		
Vocabulary clear, appropriate and easy to understand?		
Information apart from the words presented in the slides?		
Body posture and body language?		
Contact with the whole class during the presentation?		
Pronunciation and intonation?		
Use an appropriate tone and volume?		
Tone clear? Did this student talk too fast or too slowly?		

are ready for the Congress. You will have to make your presentation too. You will have to rate the other landscapes. You will have toandscape. The questionnaire will include these questions:

Fantastic ☺	Nice ☻	Regular ☻
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>





the Con



5.2 Sharing information and help (Oral Presentation). Oral Presentation Self Assessment Criteria

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



Generalitat de Catalunya
Departament d'Educació



UAB
Universitat Autònoma
de Barcelona
Facultat de Ciències de l'Educació

ORAL PRESENTATION SELF ASSESSMENT CRITERIA		Fantastic 	Nice 	Regular 	Need to improve
1	Did the student show knowledge of the content and preparation of the presentation?				
2	Was the content easy to understand ?				
3	Was the language and the vocabulary clear, appropriate and easy to understand?				
4	Did the student explain extra information apart from the words presented in the slides?				
5	Did the student have a good posture and body language ?				
6	Did the student keep eye contact with the whole class during the presentation?				
7	Did the student have good pronunciation and intonation?				
8	Did the student's voice have an appropriate tone and volume ?				
9	Was the speech fluent and clear ? Did the student talk too fast or too slowly?				

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



6.1 Oral Presentation in the Congress of Tourism Agents. Initial speech

Dear Tourism Agents,

Welcome to the first Annual Congress of Tourism Agents.

Today we are going to decide which landscapes will be included in the Geological Jewels Route.

So, it's time to start and when your landscape appears on the screen, please, the agents responsible for it will go on the stage and present it to the rest of the agents.

Remember, audience of the Congress, you have to assess the landscapes and complete the Google forms.

Remember also to do it for each landscape.

Enjoy the Congress!!!!!!

We are going to do the presentations in order of the continent's size. So we begin with Asia.

PRESENTATION

The second biggest continent is America. So please, American Agents be ready.

The third biggest continent is Africa. So please, African Agents be ready.

The next continent is the most known for us, Europe. So please, European Agents be ready.

And finally the last but not the least..... Oceania. So please, Oceanian Agents be ready.

Thank you everybody for your collaboration. As it has been a very interesting and challenging Congress the organisation would like to invite you to a brunch. So... Enjoy the biscuits and juices.

BREAK

After recapping your votation, we are pleased to announce the 5 Geological Jewels.

As a representative for Asia, the winner is.....

As a representative for America, the winner is.....

As a representative for Africa, the winner is.....

As a representative for Europe, the winner is.....

As a representative for Oceania, the winner is.....

Thank you everybody for your participation.

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



6.2 Survey. Questionnaire

	Fantastic 😊	Nice 😃	Regular 😐	I dont' like 😤
Oral Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landscape valorati...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Template adapted from CLIL-SI 2015.

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