**CLIL lesson – 1.**

**Subject: ENGLISH/BIOLOGY**

**Teachers**: Mgr. Polozsányiová Evelyn and Mgr. Ľubomír Húšťava (Biology teacher)

**Class:** 5.A

**Lenght of lesson**: 90 minutes

**Topic:** Forest animals and their division

### Teaching methods: Teacher-centered Instruction, cooperative learning and group work, whole class work

**Training aids**: white hard paper cardboards, writing tools, glue, printed pictures, small pieces of paper with information, internet, data projector

**Educational goals:** The main goal is to teach students to work in groups, to be able to select and work with given information, to be able to categorize forest animals based on their natural habitat and characteristics

**Vocabulary:**

Herbivores - bylinožravce

Carnivores - mäsožravce

Omnivores - všežravce

Vertebrates - stavovce

Fish - ryby

Birds - vtáky

Mammals - cicavce

Reptiles - plazy

Amphibians - obojživelníky

Invertebrates - bezstavovce

Insect - hmyz

Garden /Land Snail (Slimák obyčajný)

Giant Forest Ant (Mravec lesný)

Common Toad (Ropucha obyčajná)

Red Fox (Líška obyčajná)

Common/Northern Viper (Vretenica obyčajná)

Common Buzzard (Myšiak hôrny)

Forest layers (floors) - Lesné vrstvy (poschodia)

Tree floor - Stromová vrstva

Shrub (bush) floor - Kríková (kerová) vrstva

Herb floor - Bylinná vrstva

Moss floor - Machová vrstva

Root floor - Koreňová vrstva

Ďateľ – (Woodpecker)

Sojka – (Jay Bird)

Kukučka – (Cuckoo)

Lykožrút – (European Spruce Bark Beetle)

Sýkorka – (The Great Tit Parus)

Hýľ – (Eurasian Bull Finch)

Kliešť – (Tick)

Lienka – (Ladybug)

Slimák – (Snail)

Mravce – (Ants)

Larvy hmyzu – (Insect Larvae)

Dážďovka –(Earth Worm)

**The structure of the lesson:**

1.motivation discussion and instruction

2.students dividing themselves into 5 groups of 5 children based on the printed pictures of animals ( from different animal categories) they were given at the beginning of the lesson

3.explaining and revising the terminology of different animal categories on the board

4. to each group is given one particular forest animal that the students should focus on

5. to each group are given small papers with mixed information about 5 different forest animals, which they need to separate and choose the correct pieces of information that describe their specific animal only

6. to each group are given small papers with names of forest layers/floors and other animals the students need to connect to these floors

7. project making ( poster )

8. presentation of each group´s project

9. Bonus activity – forest quiz

source:<https://wordwall.net/tr/resource/23567443/rastliny-a-%C5%BEivo%C4%8D%C3%ADchy-pod%C4%BEa-lesn%C3%BDch-vrstiev>

<https://wordwall.net/resource/1607637/angielski/forest-animals>

**Main activity:** blending the knowledge of specific biological topic with project making and its presenting in teams

**Evaluation/Assesment:** each group´s presentation was evaluated orally and positives / interesting aspects were picked –up

**Information given to students:**

**Land Snail**

It hasn´t got a skeleton,

it´s a mollusk

invertebrate

lives in warm and dry places

it has a soft body and a shell (a spiral shell that grows throughout its life)

in bad weather, it closes the shell with a lid

it moves with a slimy muscular leg

it has got a mouth with a rough tongue on the head

it has got eyes on long tentacles, and smell and touch on short ones

it sleeps in shelters and in leaves

It can crawl on sharp objects

it eats leaves and herbs

It is a slow animal.

**Giant Forest Ant**

invertebrate

´´Forest cleaner´´ because it eats a lot of insects and dead animals

It lives in large communities, in an anthill.

It coexists in symbiosis with aphids, licking their sweet juice

it eats other small invertebrates (eggs, caterpillar pupae, other adults, plants.)

The workers have no wings and are infertile.

Head - chest - abdomen

it has got 2 compound eyes, 2 pairs of tentacles and mouth on its head

It has got 3 pairs of limbs (legs) +2 pairs of wings on its chest and a poisonous gland at the end of its abdomen

It can build and carry a very heavy weight

it´s a hardworking animal

**Common Toad**

Amphibian

vertebrate

It is a protected animal.

it eats small animals (molluscs, spiders, centipedes, insects)

It needs an aquatic environment to live (forest streams, small water areas).

Adults live on land, young in water.

They alternate between land and water.

Egg - tadpole - adult frogs

Important in the food chain

It has got big eyes, a flat head,

It has got wide mouth, long sticky tongue,

it has got smooth and wet skin

it has got 4 fingers on the front limbs

it has 5 fingers connected by a swimming membrane on the hind limbs

It can jump and croak

**Common Buzzard**

it is a bird of prey

it is protected

it´s forelimbs turned into wings

it´s body is covered in feathers (the top is contoured and the bottom is down)

feathers protect its body from cold, loss of temperature

it can fly and hunt,

it has got a curved beak for obtaining food

it has god very good eyesight and big eyes,

it has got strong claws and soft feathers

it flies silently

it mainly eats voles around the forest, smaller and tiny forest animals (mice)

it maintains bio balance

**Common/Northern Viper**

it can crawl and kill

reptile

it has got dry skin with scales and bony plates

It lives on the edges of forests, stone slopes, overgrown areas

it prevents the overgrowth of lizards

it eats frogs, lizards and many rodents, so they are very useful

only poisonous snake in Slovakia

it has got a typical zigzag pattern on its back

it has a cylindrical body covered with dry skin, which peels off

it is shy and blind

attacks only in self-defense

Likes places with significant temperature differences during the day and at night

it is a dangerous animal

**Red Fox**

mammal

gives birth to live young

it has got rusty red and white fur that protects against heat loss

It mainly eats rodents and invertebrates, small animals, insects, mice, worms, carrion and fruit.

It transmits the contagious disease rabies.

It hunts the prey for food

It prevents the overgrowth of herbivores

it is cunning

The most numerous carnivore

it can bark (when mating)

It lives in inaccessible thickets, in a den









