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FACULTAD DE EDUCACIÓN DE SORIA

Grado en Educación Primaria

TRABAJO FIN DE GRADO

TEACHING SOCIAL SCIENCE, ARTS AND ENGLISH THROUGH PROJECT WORK

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[1]

ABSTRACT

El siguiente documento se basa en el estudio y desarrollo de un proyecto interdisciplinar. Por lo que hemos abordado dos enfoques en concreto, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) y el Aprendizaje Basado en Proyectos (ABP) que tiene sus raíces en el constructivismo. Por consiguiente, propongo una propuesta de intervención basada en aprendizaje basado en proyectos titulada *Our valuable Liquid Gold,* para clarificar lo expuesto y ejemplificarlo con una propuesta práctica para desarrollar con 3er curso de educación primaria.

The following document is based on the study and development of an interdisciplinary project. Two specific approaches have been described: Integrated Content and Foreign Language Learning (CLIL) and Project Based Learning (PBL). Therefore, a proposal of intervention is presented, based on working with projects entitled *Our valuable Liquid Gold*, in order to exemplify the theoretical frameworks of CLIL and PBL, using a practical approach deigned for the 3rd year of primary education.

KEY WORDS

Communicative Language Teaching (CLT), Project Based Learning (PBL), Constructivism, Integrated Content and Foreign Language Learning (CLIL).

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INTRODUCTION

The following study is related to a project-based language learning method which is an essential educational innovation in the classroom. Here, students should be involved in cooperative learning, interacting at the same time as developing their research skills.

Furthermore, the decision to study this theme is due to the importance of the latest implementation of new methodologies in the educational context. Educators are used to following the index of a book, without any changes to their lesson plans. As a result, for the students there is a lack of interest, motivation and effort in studying independently, even when doing homework. Moreover, studying by memorising is not appropriate because they may not understand the usefulness of the knowledge that they have gained. From both the teachers´and students´perspectives, monotony is found as a major problem. Therefore, the traditional methodology should be changed to improve personal motivation in our students.

On the other hand, we have observed over these years how the methodology has evolved, being more communicative, participative and how it has helped to create these new approaches to learning, such as working with projects.

For instance, there are schools in Navarra which follow bilingual programmes. These students began to study English at an early age with great progress in language and in learning the contents of the rest of the subjects. Consequently, the change in the methodology of teaching English is something positive and we must become familiar with it in order to enable the correct progress of our students.

In this case, a cross-curricular project was designed to work in English with Science and Arts working simultaneously. The main objective will be to promote collaborative work, promote the development of communication, interest in research and the development of students' learning curiosity and encourage students to develop learning differently from what they are accustomed to work with projects that will be shown later.

Specifically, this project is based on the investigation of the olive oil process until it becomes oil and we find it in our homes. For this, a project has been developed to carry out in eight sessions with third grade of primary school, thus working in the areas of English, Social Science and Art.

1. OBJECTIVES

The aim of this study is:

- To encourage and to develop a practical implementation of a cross-curricular project in a school context.

As secondary objectives:

- Investigate the Communicative Approach methodology in the teaching of English.
- Analyse the theoretical framework and practical application of Integrated Content and Foreign Language Learning (CLIL) and Project Based Learning (PBL).
- Highlight the benefits of these approaches in the field of education, specifically in primary education.
- To make recommendations about changing the teaching of English using those approaches.

2. THEORETICAL FRAMEWORK

2.1 THE COMMUNICATIVE APPROACH

2.1.1 PRINCIPLES AND TECHNIQUES

In the first place, we will talk about how the development of this new approach to teaching began, based on two very important reasons.

The first is based on how the English language increased its value worldwide since people had more access to different educational, technical and knowledge-based resources. The outcome was a high demand for language programs in which it was necessary to develop the abilities and language skills needed for people from all backgrounds to acquire them. Therefore, training teachers in this approach was essential. Moreover, a revision of the policies of the teaching of language, curriculum and training for both teaching and evaluation began. This has been operating for many years.

Secondly, the language teaching profession needed a renewal, a change in methodology, and paradigms as well as the reinvention of ideas, philosophies and

technologies. For example, there was a new approach called Communicative Language Teaching (CLT)[1] which was formulated in response to these two sources of change.

In contrast, the British linguist Wilkins (1972) proposed the basis of the definition of language from the communicative level that was the essence of study plans for teaching the language and it was reflected in his book Notional Syllabuses (1976). Basically, it was based on communicative teaching in which the student was able to express and understand the language, instead of learning only concepts of grammar and vocabulary. From this moment, the development and application of this movement grew very rapidly.

This type of methodology related language learning to the acquisition of communicative competence according to Hymes (1972), who affirmed that culture should also be incorporated into learning and the speaker must be an independent user. On the other hand, Chomsky (1965) says that it is also necessary to produce grammatically accurate sentences. A third theory that complements the idea of Hymes, is based on that of the linguist Halliday, in which he elaborated a list of the seven basic functions of how children acquire the language, based on the acquisition of these functions. We can see them in the following image:

SEVEN BASIC FUNCTIONS

INSTRUMENTAL	REGULATORY	INTERACTIONAL	HEURISTIC	IMAGINATIVE	REPRESENTATIONAL	PERSONAL
Using language to get things.	To control behaviour.	To create interaction with others.	To learn and discover.	To create a world of the imagination.	To communicate information.	To express personal feelinigs and meanings.
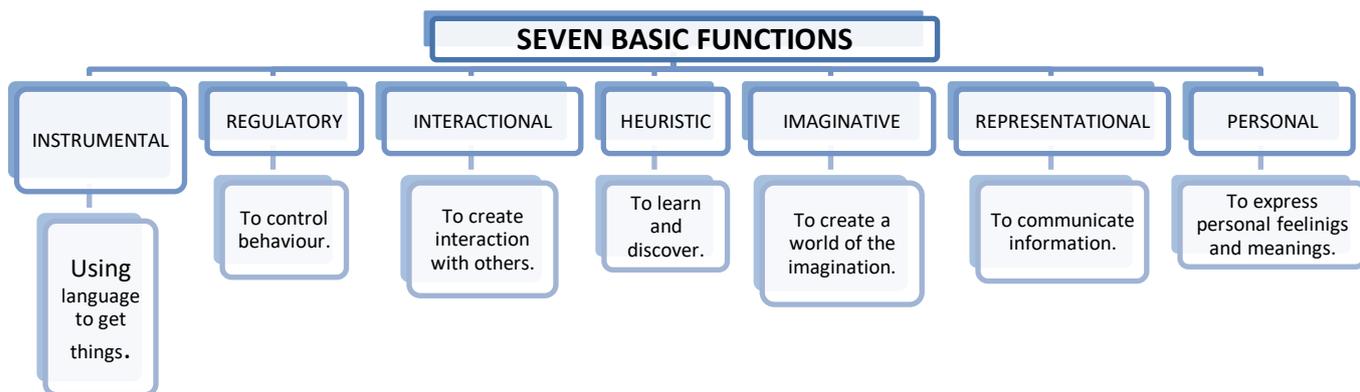
Image 1. The seven basic functions (Halliday, 1975).

There are other linguists who made a contribution to this movement, such as Canale and Swain (1980) who talks about the acquisition of four dimensions in the acquisition of communicative competence: the mastery of grammar, sociolinguistics in how society influences the use of a language, discursive or message comprehension and strategies to initiate conversation.

Speaking from the point of view of the design and use of this methodology in terms of activities, Johnson (1982) said that they should be activities that promote real communication with a real use of language that encourages the student to develop learning of the language, for example working on a task significant to their lives. The objectives of the activities as well as the materials must be related to the syllabus and

the goal that needs to be achieved. Therefore, project work is an ideal way to carry out this methodology since it promotes activities that involve all students with a common interests and objectives.

When carrying out the activities, it is necessary to take into account the following points:

- Develop realistic communication with and between the students, who must have the opportunity to try and demonstrate what they know.

- Be tolerant and constructive. Be aware that each student is in the process of learning, which may involve making mistakes.

- Teach different skills (reading, writing and speaking listening).

Some of the activities that can be carried out while working on this methodology are jig-saws or map-reading which the main objective is to use the English to fulfill the activity, opinion-sharing, information-transfer and role plays. In terms of materials, there are four types: text-based, basically textbooks; task-based, mainly games or role plays; realia-based, from daily life such as magazines or advertisements; and technology-supported, such as audios and videos.

However, Breen and Candlin (1980) discuss the role of the teacher, who should be like a negotiator, monitor and facilitator of learning, instead of a proof reader and should promote more autonomous learning in students.

In conclusion, the implementation of this methodology, according to Jacobs and Farrell (2003), itself results in a greater autonomy for the student, cooperative learning and acquisition of language in a natural way, bringing diversity to learning. Additionally, reasoning skills will be enhanced, there will be alternative evaluation methods and the teachers will be guides, viewed as facilitators instead of editors.

The immersion programs are based on the idea of CLIL working on the communicative approach.

English is not isolated as a single subject and joins with the rest of those areas taught in school. Therefore, when students start working on projects, Content-Based Instruction and Content and Language Integrated Learning (CLIL) must be employed due to the need of the students to investigate and inquire into the different subjects. English begins to be integrated into different areas of the curriculum.

2.1.2. PROJECT WORK

According to Haines (1995), projects are multi-skilled activities focusing on topics or themes rather than on specific language targets. Students themselves have the initial choice of subject matter and participate in the decisions related to appropriate working methods, the project timetable and the eventual end product.

Conversely, Hearn (2003) thinks that some authors believe that projects are related to lessons because they are the consequences of running different activities which end in a final task. Others believe that the project only comprises the last task. What is indisputable is that the main goal of learning a second language is basically communicative.

Secondly, the timing could change depending on what kind of project is to be developed. Some are run throughout one year and others are accomplished in two or three lessons.

On the other hand, it is necessary to mention the principles that Hein exposes on educational constructivism. He says that constructivist learning is active learning since previous information is used to build that which is new. Furthermore he discusses learning to learn, about the importance of mental and physical action for the acquisition of meanings and knowledge. Therefore, creation is essential for activities that involve both mental and physical practice and, as a consequence, the acquisition of knowledge since the information is not isolated, considering that learners use their previous experiences or knowledge as reference for the new one. Motivation and time are very important factors during this learning process because new knowledge can not be learned immediately. Teachers should repeat and students should reflect on what they are learning and practising. It is a way to have a permanent knowledge.

Therefore, there are many advantages to carrying out this type of methodology. Firstly, there is the collaborative work between the school and the family. Secondly, there is a high degree of motivation on the part of the students as well as the parents. Thirdly, the students work in a group, improving communication and problem solving skills as well as self-esteem. Finally, the use of new technologies and their new knowledge has durability.

Additionally, a structured sequencing of the activities is very important. The tasks will be divided into preparatory activities for the project, as well as activities where students will recycle and review the contents. Then it will come communicative activities in which the teacher will guide the students to reach the final task. These activities have to be structured in such a way that the students have guarantees of success in their learning process. That is why they have to have interest and motivation in their learning because they will be active learners.

When creating an educational project, different components must be taken into account, such as:

OBJECTIVES

The objectives are different for the teacher and the student. For the former, the objectives are to successfully fulfill all the goals of the activity in terms of learning. In contrast, for the latter, the aims are related to playfulness and practicality because they will work on a topic chosen by themselves, which they can apply to real life. (Hearn, 2003)

INPUT / ACTIVITIES

The activities will be designed based on previous knowledge and the resources that will be used on the project.

It is important to know how to choose the appropriate level of difficulty for each activity because the students may lose confidence in their abilities. According to Hearn (2003), this difficulty has to be balanced with the previous and subsequent contents to avoid frustration and create motivation. Additionally, the creative component is very important at these ages, such as the use of music, games, drama, etc. Basically, when creating activities, teachers have to take into account the difficulty so that it is neither excessively challenging nor creates frustration among the students, or it should be so easy that they lose interest. This is the method for ensuring the successful development of the activity, as can be seen below:

Enjoyment + challenge + success = increased motivation

Image 3. Be successful in the development of educational projects by the educator. **(Hearn, Proyectos y tareas, 2003)**

There are two types of input:

- LINGUISTIC NATURE: It is based on providing students with all the necessary resources, contents and knowledge to effectively develop a task. The contents can be lexical, grammatical, and phonetic… such as reading a text to complete a task. (Hearn, I., 2003), etc.

- CONTENTS OF THE TOPICS INVOLVED: During the learning of the foreign language, in this case English, students also work the cultural, historical, or even the daily life of the implicit areas studied such as daily routines, holidays, jobs, etc.

Furthermore, both types of input are necessary and equally important to achieve the objectives of the task to be performed. All materials and resources must be effective for the student's learning and learners must know how to use them and perform their work by using them in the most optimal way. (Hearn, I. , 2003)
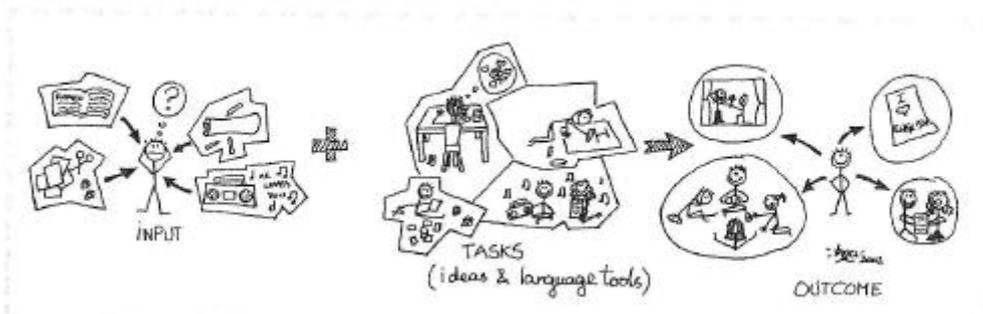
Image 4. Development of a task. Hearn, I. (2003)

Thanks to the festivities that we have during the year, different projects could be done with a rich vocabulary and grammar to develop linguistic skills. From Internet countless ideas could be employed. Some of the celebrations which could be worked are part of the English-speaking culture.

THE ROLE OF STUDENT AND THE TEACHER

The role of the teacher should be mainly to observe, organize, coordinate, moderate, give different roles and correct when it is necessary. They should not talk too much with students and let them work independently so that they are active and they are building their own knowledge. The traditional figure of the teacher will change completely.

Conversely, Edwards and Mercer (1987) as well as Gibbons (2005) affirm the importance of learning between teacher and student. The role of the teacher is essential in the classroom as it offers participation and appropriate use of discursive and linguistic structures. The teacher must show a mastery of the language so that it enhances the student's learning. The problem is found when the teacher is not familiar with the subject in academic and pedagogical terms and is unsure of how to encourage students in their development. When teachers find this lack of knowledge, they resort to traditional methods such as teaching especially grammatical structures, word meanings and perfect syntax rather than developing the communicative approach.

On the other hand, and not least, teachers have a key motivating role for the optimal development (Segovia, 2014). In fact, when starting a project, we can refer to: teachers involved during the project must work in coordination, the family is essential and of course, the students. In general, teachers are the connection between families and students. It must be based on the idea that the planning of the project must be open to possible modifications as it varies according to the rhythm, level and acquisition of knowledge of the students.

Moreover, students are protagonists of their own learning. The suitable idea is to create small heterogeneous groups of students taking into account the compatibilities and incompatibilities between them. In each group there will be different roles that

students must fulfill the objectives. Each role will be awarded to a specific student. The main roles can be:

- PROMOTER: Whose main objective is to know the tasks to be able to explain them to the rest of the classmates. Supervise and encourage each member of the group so that the project develops properly.
- MEDIATOR: He or she is in charge of communicating the ideas to the teacher and being the spokesperson in the group. He or she should put all the ideas in common as well as the development of the activities and any doubt or problem that may arise communicating directly to the promoter of the group. Also the mediator should always speak with their colleagues and the teacher in a respectful manner.
- ORGANISER: It is the person who collects all the information in writing, ensuring that the group has the necessary information to carry out the activities. The organiser must save the activities that are done to deliver the final product to the teacher.
- PROVIDER: He or she must collect the ideas of the classmates. As well as providing, taking care and delivering in a responsible manner the materials necessary for carrying out the activities such as books, magazines, etc.
- OBSERVER: He or she is in charge of controlling the delivery dates and that the activities are followed in a certain order and within the established time.

ASSESSMENT

In this case, we will talk about the result of the project. When designing a project, it is necessary to plan what the objectives, the contents and the key competences are to finally be able to evaluate satisfactorily or not, the project. It is necessary to start from the premise that there should be an equitable evaluation for all of them.

The project is the development of activities of a specific topic that has been chosen by the students. Students build their new knowledge through these activities or by searching for information. Therefore, the methodology is different because the students do not follow the outline of the book. Therefore the evaluation will be different. For example:

- The teachers involved in the project will develop activities and provide the required material for the students supervise the activities.
- Rubric to assess: It is a tool that teachers use to evaluate the project. It can be completed by the student or by the teacher. We will see it in the practical approach.
- Survey: It is another educational tool which teachers use to know what the project has seemed to both students and teachers. According to the students, we will talk about self-evaluation. They will evaluate their progress at the end. Also, there will be a final product where everything worked during the project must be reflected to be evaluated.

METHODOLOGICAL PRINCIPLES

To design a project, there are some characteristics which are vital for its correct development: it requires preparatory tasks in order to acquire the background knowledge. These activities are the key to obtaining the optimal learning. In general, it is very important to have a regular structure in every session (Segovia, 2014):

- It must link with other areas of the curriculum.

- Students have to demonstrate greater involvement, interest and effort towards the task.

- Cooperation among students must be promoted over competitiveness.

- Teachers should evaluate not only the final result, but other aspects related to the student's work and personality. For instance, the creativity, imagination or ability to collect, organize, analyse and work with information.

- Every project involves a public display whether in the classroom, school or outside.

- It integrates and develops different types of intelligence and working by projects helps students to develop a more focused character.

- Contents should be enriched and different methods of evaluation avoid the competitiveness among students. For instance, tasks can be used to promote a debate such as a conversation related to the topic (Segovia, 2014) which is being worked on in class. The teacher should be the one to ask questions and motivate the students to use the second language. In this way, they will be evaluated according to their effort and participation.

On the whole, through a portfolio the student should reflect on the activities and learning acquired during the project. In this way, the structured portfolio must be divided in six phases where it indicates how the work has been done by the student. For instance, the portfolio that could be used is the European portfolio with the final dossier.

In terms of how the lesson should be developed, we could say that the students are able to express themselves in their mother tongue, but only very occasionally when their knowledge may be weak. Any use of the native language should be translated into English immediately by the teacher. Therefore, the teacher must always express himself/herself in English because s/he will be a model for the children. In addition, it is very important that the teacher respects the moment of silence of an unanswered question to give students confidence and not to correct directly their failures as it could frustrate them.

ACTIVITIES AND RESOURCES

Fundamentally, there are two types of tasks:

▪ ENABLING TASKS: These try to prepare the student to communicate by using various kinds of activities to achieve that goal. For instance, teachers can use worksheets or even games such as The Roundtable Game which will be explained in the Practical Approach section. Another example could be the following one:

Write 5 sentences about yourself
Some phrases will be true and some sentences will be false. The students should guess which is which. The sentences must be written perfectly and it is a way of practising the grammar rules and vocabulary depending on the topic.

Crossword / Wordsearch

The class will be divided into groups. Each group will have half of crossword puzzle or half of a wordsearch filled in. So, they must complete the other half. Each team must describe and explain the definitions in order that the other team can guess and finish the task.

▪ COMMUNICATIVE TASKS: Students use the language orally and in writing to communicate. Projects are basically communicative tasks because children use English as a way of communication. There are different types of activities, such as:

Drama activity: writing and acting out a sketch

This activity is based on performing a small play, telling a story or an important episode of the students' lives. Also, they can be the ones who act and the teacher is the one who listens to the story.

Interview your partner

Ask classmates to act as if they were real journalists. This is a great activity to work on grammar since they must ask questions and respond to these in an appropriate way.

Regarding the activities, it is necessary to note that the listening activities provide the student with a vast wealth of vocabulary as well as exercising oral comprehension. They are very important in helping to develop oral expression, as well as providing an opportunity to be creative and to produce something worthy. Any topic could be divided into subtopics. For example, if the subject worked is "The world around us", we could study animals and plants. Students should investigate the subject, work on the information obtained and develop it creatively, before introducing it to the rest of the class verbally. When working on written activities, they will be divided into

three parts. The first part will be a previous activity to introduce this activity in which the vocabulary and grammar will be introduced, secondly an activity during which the reading is done in situ and finally, a final activity to check what has been worked on.

Furthermore, all classroom and language behavior rules are based on singing routines or chants (Hearn, 2003) which make the students feel secure and give them the confidence to speak out in English about rules. This type of activity is more common in pre-school education or in the first years of primary education. The songs help the students to have confidence in themselves and the use of the language as what they must do in class such as the classroom commands: sit on the floor making a circle or tidy up because it is the end of the lesson.

Many studies confirm the benefits of teaching by projects. Some of these benefits could be:

- Increased self-esteem.

- Positive identity and attitudes towards language learning.

- Cognitive flexibility.

- Enhanced problem solving.

- Greater metalinguistic awareness.

In addition, teaching by projets has proved to be very efficient in the development of communicative competence in students. In Spain, the Lycée Francais, the Deustche Schulen and the Elians British School are international schools with high results located in different cities in Spain (Escobar, 2002).

2.1.3 CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

According to an article written by Spratt, CLIL "is an approach to teaching and learning in which school subjects are taught and studied in a second language. So, it is different from foreign language, as in CLIL that language is the vehicle for a form of subject-based teaching." (2011, page 4)

Bilingual projects began to develop in Spain in February 1996, thanks to the agreement signed by the Spanish Ministry of Education and the British Council.

While these programs have a long tradition in international schools, nowadays they are more common in European schools, being within reach of every student. In Spain, they have been in existence since the 1990s, when they were pioneered in the Basque Country, Catalonia and Galicia. CLIL emerged thanks to the measures promoted by the European Union, which is in favour of multilingualism, and the initiatives carried out by Marsh and Wilkinson (Garrido, 2009). Marsh, thanks to his

work, publications and projects, as can be viewed on the website of the CLIL Consortium project, focused on primary and secondary education. In contrast, Wilkinson's work was from a university perspective. Both were pioneers in the development of CLIL.

It was innovative in the field of education because it gave value to obtaining knowledge of the historical and socio-cultural aspects of a second language. It was not only based on grammar or vocabulary as it used to be taught.

Working with this approach of learning is intended to encourage the study of English with and through the other subjects such as Social and Natural Science (Sánchez, 2009).

During the teaching process, it is essential to keep in mind various important facts such as:

- Plenty of listening time is important.

- The motivation for learning to speak a language. (Escobar, 2001)

- Try not to overload the students by forcing them to communicate in English and forbidding the use of the mother tongue, because they will lose confidence and interest in the learning process.

- The second language could be taught through different subjects from the curriculum.

MAIN PRINCIPLES

According to Coyle, D., teachers should know the aims of CLIL. In general, the main aim is to improve learners´ knowledge and skills in a subject and progress their language skills in the language the subject is taught. Furthermore, the principal goals could be classified into what is called the 4 C's; (Coyle, 2008):

- COMMUNICATION: working the language competence. It is the main objective in the work of the communicative approach. The student must understand the messages and express himself independently.

- CONTENT: studying the knowledge of the subject. In each topic to work, a series of contents that the student should acquire will be studied.

- CULTURE: getting intercultural knowledge and understanding. Not only grammatical structures or vocabulary are learned, cultural aspects are also studied to better understand the language in all senses.

- COGNITION: thinking skills. It will be a skill to work since the student will deepen the knowledge and apply it to real life.

On the other hand, if a school decides to carry out this program in one of its subjects, it must take into account that the hours spent in the target language, in this case English, will increase considerably. At first we would have 110 hours, increasing to 220 hours per school year. Weekly, it would be six hours instead of three hours. As the teaching hours increase significantly, students' progress and their sense of achievement will be to highlight.

The lesson plans are designed to be implemented in both languages. The aim is that students will be able to communicate in both languages when they have finished the educational stage (primary or secondary). Depending on the age and the year in nursery and primary education, this methodology states that some subjects must be given in English and it includes a weekly timetable which should be followed for the lessons instructed in English.

We can talk about an interactive programme. So, that is why students are curious about the subject, and information and language is attractive for them because they learn in a different way they are used to, resources are visual and help them to remember and learn new knowledge in a faster and easier way. Authenticity is the most remarkable characteristic and it is transmitted in different ways:

- AUTHENTICY OF CONTENTS: Some of the topics to be completed during the school year are monotonous and boring for the students since they have always been working on the same ones. Moreover, the contents of the topics are not useful to them because they cannot employ them day-to-day. So the CLIL programs introduce new topics with contents that can be used in the real world.

- AUTHENTICITY OF INTERACTION: Promote a real interaction in the classroom, where the target language generates messages and helps to process the reading texts and writing tasks.

- AUTHENTICITY OF MATERIALS: They are adapted to the age and foster the learning environment.

- AUTHENTICITY OF SKILLS AND STRATEGIES: For instance, searching, selecting, interpreting and organizing information skills, and strategies like comparison, contrast, inference or generalization are worked on CLIL programs. Students draw on the skill, expand and transfer them from one subject into another. As we explained above and we can see it in the appendix, they will make a portfolio where they will write down each phase in the project process as well as a display.

Teachers should be aware that students often do not fully understand the explanations. So the teacher should find the right strategies to get the message through. These will depend on the age and linguistic level of the student.

[16]

METHODOLOGY

Broadly speaking, the methodology used to work the learning subject is through the foreign language as a vehicle of teaching. In it, all language skills are worked on. It is necessary to have a look at the textbooks and adapt them to carry out this approach, (Escobar, 2002). These changes will be reflected in the following way:

- Helping students to understand teacher´s explanations and reading texts working different precommunicative activities that help the students to have a better understanding.
- Allow the students to communicate in the target language in small group work and in class discussions.

Teachers should have all these characteristics in mind to plan their course with different materials and resources as well as to evaluate all aspects of the course.

Some of the strategies that the teacher can use in class (Grenfell, 2002):

- Teaching focused on the student and cooperative work among them. The chosen theme has to be interesting and we must give examples of everyday life so that they know how to relate what they have learned to day-to-day life. As well as work by projects.
- Attend to different teaching techniques, giving rise to a flexible and facilitative teaching. It helps in the understanding of texts and audios. The teacher must use linguistic and paralinguistic techniques such as repetition of explanations, gesturing so that the message is better understood, exemplifying by means of images or drawings, among others.
- Interactive and autonomous learning. It should encourage research and work in small groups.

3. PRACTICAL APPROACH. CROSS-CURRICULAR PROJECT

PREVIOUS STEPS

Once the theme has been chosen to work on in class, because interest has arisen among students, the teachers involved in the project should be consulted and coordinated with. In this case in particular, it should be the Arts and Social Science teachers. Then, a letter to the families[2] must be sent informing them about the project that will be carried out in order to have communication between all the participants and ensure good progress.

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[2] *See appendix 6.1.*

In this case the project will be developed as previously mentioned in the following topic: The production of olive oil, as it passes from raw material to processed product.

Next, the planning will be carried out when the necessary activities and materials are formulated. In addition, a large poster with the title of the project will be placed in class. Thirdly, five work groups will be formed and placed at desks in such a way that each student will sit down with their work group. Each group will consist of four students. So, there will be five groups in total.
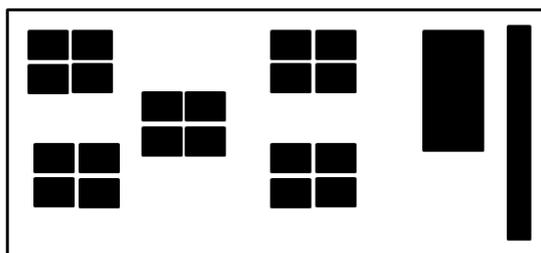

Image 5. Distribution of the classroom.

CONTEXTUALIZATION

The project to be developed is called *Our Valuable Liquid Gold.*

It is going to be carried out with the 3rd year of Primary Education. This project will be done in the first term, specifically during the month of November. This project will be carried out in Ciudad de Corella School, located in a small town called Corella, in the south of Navarra. Since 2007, the bilingual program was implemented in the school, thus promoting the English as a foreign language.

The classroom, in which the project will be developed, has 25 students, of which 15 are girls and 10 are boys. There is a high number of foreign students, a total of 8 students being 32% of the total class. These students have a good academic level as the rest of their classmates since they have been studying together for years, so it is not necessary to make any curricular adaptation.

The theme was chosen because interest had arisen among students after the teacher asked them what they had done at the weekend. One student commented that he was shopping in the city, another student said that he had gone for a walk and had seen some windmills and a third student explained that he had been helping his grandfather in the field. What the third student did was really interesting for them because these two days, they have seen many tractors full of olives on the street and they wondered where they were going. Consequently a debate arose about how people are engaged in completely different jobs. After the conversation, it was decided collectively to start this project, which will involve the areas of English, Social Sciences and Arts. The content blocks that will be worked are as follows:

- SOCIAL SCIENCE: Third block of contents: Living in Society.
- ENGLISH: Comprehension, expression and production of oral and written texts which will be detailed later in this report.
- ARTS: First block of contents: Audiovisual Education and the second block of contents: Artistic Expression.

TIMING

The project will be carried out in a total of nine sessions of one hour each. It will last approximately two and a half weeks.

It is estimated to run from 5th November to 22nd November.

SESSIONS INITIAL PHASE	SESSIONS DEVELOPMENT PHASE	SESSIONS PHASE OF SYNTHESIS AND EVALUATION	SESSIONS IN TOTAL	HOURS IN TOTAL
1	5	3	9	9

OBJECTIVES

This project must start from the assumption that it has not been developed, it being an experimental work. When considering the objectives it is believed the students have:

SPECIFIC OBJECTIVES

- To learn the process of making oil.
- To know the different techniques during the harvest and the main diseases.
- To understand the commercialisation.
- To encourage the imagination and the creativity.
- To promote to work in groups in a collaborative way.

CONTENTS

All the contents that will be worked on in this project are as follows:

- ENGLISH:
  - UNDERSTANDING ORAL TEXTS:
    - Comprehension strategies: Mobilization of previous information on type of task and subject. Identification of the textual type, adapting the understanding to it. Distinction of types of understanding (general sense, essential information, main points).

- - Communication functions: Description of people, activities, places, objects, habits, plans. Request and offer of help, information, instructions, objects, opinion, permission.
  o WRITTEN TEXTS:
    - Guided use of reading strategies.
    - Composition from models, from different simple texts, using expressions and phrases well known orally, to transmit information, or with different communicative intentions.
    - Interest in the care and presentation of written texts.
    - Reading and comprehension of different texts.
  o PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION
    - Planning: Conceive the message clearly, distinguishing its main idea or ideas and its basic structure. Adapt the text to the recipient, context and channel, applying the registration and speech structure appropriate to each case.
    - Execution: Express the message clearly, coherently, structuring it appropriately and adjusting, where appropriate, to the models and formulas of each type of text. Lean on and make the most of previous knowledge. Modify words of similar meaning. Define or paraphrase a term or expression.
    - Communication functions: Description of people, activities, places, objects, habits, plans.
  o SYNTACTIC STRUCTURES:
    - Interest in using the foreign language correctly in varied situations.
    - Association of spelling, pronunciation and meaning from written models, well-known oral expressions and establishment of analytical relations between graphics and sound.
    - The use of grammatical structures such as Present Simple, There is/ There are and Present Continuous.
    - The study of vocabulary such as technical terms related to the subject such as marketing or the harvest and expansion of new words about weather, vegetation, etc.

- SOCIAL SCIENCE: BLOCK 3: LIVE IN SOCIETY:
  o The productive activities
  o Natural resources, raw materials.
  o Processed products.
  o Industry.
  o The services sector
  o Economic activities and production sectors in Spain and Europe.
  o The production of goods and services.

- ARTS: BLOCK 2. ARTISTIC EXPRESSION
  o Techniques and materials: the temperas.
  o The color: primary colors.
  o Search for the possibilities of color in contrasts, variations and combinations, appreciating the results on different supports.
  o Interest in adjusting the creation process, individually or in groups, to the intended intentions, appropriately selecting the materials according to their plastic possibilities, using responsibly utensils, materials and spaces, assuming the tasks and respecting the rules that, if applicable, the group establish.

ASSESMENT

The evaluation will be done in several ways. A written exam will not be required as it has been traditionally done. Therefore, to evaluate the development of the project the teacher will consider several aspects to follow:

- A daily record, in which the teacher makes comments on how the students have interacted, if there was an incident, if they have progressed or not, if they have used English as a vehicular language, if they work cooperatively, etc. He or she will use a rubric for assessment.
- A portfolio with which at the end of the project, each student will give the teacher a final dossier with all their worksheets, notes and activities they have done.
- A final display, in which each group must explain the topic that they have researched.
- An assessment rubric, where each group should evaluate how they have worked objectively. Also, the teacher will use a rubric to evaluate the students.
- A survey, which the teacher will conduct with the students to reveal how they have developed their work.

KEY COMPETENCIES

COMPETENCE IN LINGUISTIC COMMUNICATION: This will be developed throughout the project, as it will work through the methodology of communicative approach whose main objective is the development of the communication.

COMPETENCE IN SCIENCE AND TECHNOLOGY: Science will be studied as a result of the production work where three sectors will be worked on: primary, secondary and tertiary.

DIGITAL COMPETENCE: Students will work with the use of new technologies to find information and prepare part of their oral presentations.

COMPETENCE OF LEARNING TO LEARN: As a result of their interest in the topic of investigation, they will learn to look for information and how to select and acquire new knowledge, as well as the resolution of problems that may arise.

SENSE OF INITIATIVE AND ENTERPRISING SPIRIT: They should have initiative, interest and be creativity when working, as well as knowing how to organise and plan their work.

AWARENESS AND CULTURAL EXPRESSIONS: They should have respect for cultural diversity among classmates and within the topic.

SOCIAL AND CIVIC COMPETENCES: They must respect their classmates.

OUTCOME

The final task will be the presentation of a Brochure Pop-up where each group should explain the process of making and selling oil.

On the other hand, she will also assess the dossier where all the activities carried out should be.

RELATIONSHIP BETWEEN KEY COMPETENCIES, OBJECTIVES, AND ASSESMENT

OBJECTIVES	KEY COMPETENCES	TARGETS
- To identify the activities of the people around us, of different productive sectors, in relation to their jobs, products that they elaborate or the services they carry out. - To explain the differences between raw materials and products elaborated, identifying the activities that are carried out to get them. - To know how to apply the most appropriate basic	- Sense of Initiative and Enterprising Spirit - Competence Learning to Learn - Competence in Linguistic Communication	- He/she applies her/his prior knowledge of the foreign language to understand the overall meaning of oral texts. - He/she relies on non-verbal language and images that they accompany the oral text to understand its meaning. - He/she understands essential information in brief and simple conversations in which he/she participates. - He/she understands the main ideas of presentations. - He/she distinguishes affirmative and negative phrases, as well as questions. - He/she recognize the questions with wh- and with auxiliary verbs.

strategies for the understanding of the general sense, the essential information or the main points of the text. - To understand the general sense, vocabulary and expressions in short and simple oral texts. - To interact in a very basic way, using very simple, linguistic or non-verbal techniques to initiate, maintain or conclude a brief conversation, fulfilling the main communicative function of the text.		
- To know and differentiate the production sectors. - To be aware of the primary sector. - To be familiar with the process from raw material to manufactured product. In this case, how the olive change intro oil.	- Sense of Initiative and Enterprising Spirit - Competence Learning to Learn - Awareness and Cultural Expressions - Digital Competence - Competence in Science and Technology	- Explains the relevant activities of the primary sectors, secondary and tertiary education in Navarra and Spain. - It defines raw material and elaborated product and associates them with the activities in which they are obtained.

- To learn a wide range of vocabulary related with the topic such as the harvest, the main diseases or the marketing process.	- Sense of Initiative and Enterprising Spirit - Competence Learning to Learn - Competence in Linguistic Communication - Competence in Science and Technology	- Describes the characteristics of the economic sectors and it specifies the main activities that correspond to each one of them. - Explains the relevant activities of the primary sectors, secondary and tertiary education in Navarra and Spain. - Defines raw material and elaborated product and associates them with the activities in which they are obtained.

METHODOLOGY

The development of the sessions will take place in the usual classroom and in the olive fields because one day, the students will go on a field trip to learn in situ.

Students will learn through a methodology based on discovery as they will be the protagonists of their own learning. The teacher will explain and give the necessary tools so that the students themselves can direct their learning towards a defined goal.

It is a cross-curricular project because we will work with Social Sciences, Art and English. Also, it is a project in which a few teachers will work as a team, in this case a Spanish teacher with a Scottish teacher.

The students will always work in heterogeneous groups in a cooperative way, so as not to create possible problems between the students in terms of levels, motivation or self-esteem, personality, effort etc. Each member of the group will be in charge of having a leading role. In the following diagram we can see each role students will have with a brief explanation of what they should do. Each group has four students.

So the papers will be distributed as follows:

```
                                              Must be clear about the ideas to be
                    BRAIN-                     made and explain them to colleagues.
                    PROMOTER.                  Supervise activities and motivate.

                                              Communicate and share ideas among
                    MEDIATOR.                  classmates and the teacher in an
    GROUP                                      educated and respectful manner.

                                              Collect in writing the information found, all
                                              the notes, electronic documents. In general,
                    ORGANISER.                 everything necessary for the final dossier and
                                              the doing of the activities.

                                              Organize the work and the necessary
                    ARMS AND EYES.             material.Take  care and  use correctly the
                                              material. Fulfillment of tasks with the
                                              established dates.
```

Image 6. Roles of the students.

In all the activities, the work will be done in groups, unless the teacher wishes to do it individually or in pairs.

The contributions that the students give us will be valued without giving excessive importance to the pronunciation of the words or to the incorrect use of the same ones due to the fact that their participation should be valued. We will value if the message is understood by the classmates. If the message is not understood, the teacher will correct it by repeating the same word or sentence. For example, any activity or game that will be carried out to work on the new vocabulary, such as during the *Wordle* activity that we will see in the second session.

As for the written activities, the daily work will be valued but above all, the final portfolio, which we can see in the annexes, following the European Portfolio. Each activity will be carried out as a group, so we will evaluate if the message is understood and if it is written correctly.

The most important thing is not to discourage the student during his learning process as he learns from his own interest. Sometimes, you may feel intimidated or pressured if the teacher is constantly correcting. The main objective is that the student understands and knows how to express himself with the topic that he is going to work on, orally.

The didactic resources with which we are going to work are:

- ONLINE RESOURCES: different websites where students will look for information or practise what they have learned in class, educational platforms, websites to create their final task.
- TECHING MATERIALS: Worksheets, games, concept maps, etc.

The project will be based on the study of the olive and how it becomes oil. For this, each group of students will perform a Pop-up where they will explain the process.
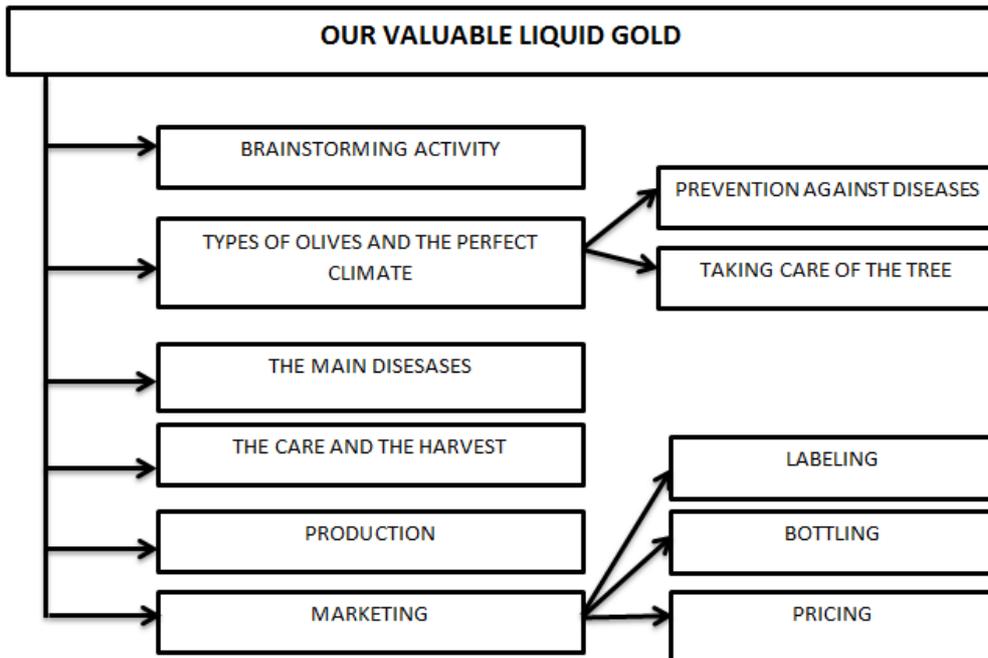

Image 7. Contents of the project.

PROJECT DEVELOPMENT: "OUR VALUABLE LIQUID GOLD"

INITIAL PHASE

The following project is developed in eight sessions. During the project, the students will work together with another school in Scotland using the e-Twinning tool.

In which, they have to investigate the process of how the olive arrives at the houses in olive oil, as well as its benefits and the elaboration of a typical recipe.

For this, they will make a Brochure Pop-up where they will explain everything they have learned in each session to be able to show it to their Scottish colleagues. On the other hand, Scottish colleagues will do another project explaining the sheep´s wool process.

SESSION 1: BRAINSTORMING

We will motivate students to work on the topic.

ACTIVITY 1: BRAINSTORMING ACTIVITY – OPEN QUESTIONS

This session will be based mainly on sharing all the ideas they have about the theme. In the first place, the teacher will ask a series of open questions that the students should answer according to their opinion.

It is a whole class activity.

What kinds of jobs can you find in this town?

Do you know the differences between them?

Which types of jobs produce raw materials?

Do you know the meaning of raw material?

This is an example. If you have olives, how does it change into olive oil? Who makes this?

Who sells you things that are ready to be used or eaten?

ACTIVITY 2: BRAINSTORMING ACTIVITY – INTRODUCING AND SHARING NEW IDEAS

Secondly, the teacher will write on the board different words in order such as: farmer, agriculture, factory worker or olives, brands, utensils, the harvest, etc. The words will be related to the topic to investigate. It was chosen because it is time of the harvest.

Students depending on the word written on the blackboard should give ideas. In this activity, prior knowledge will be worked on to make way for the new one. There will be a small possibility of speaking in Spanish in case they want to express themselves and do not know how. It will be a way to introduce new vocabulary.

We must remember that once the subject was chosen, the teacher pasted a poster in class with the title of the project which is "Our valuable Liquid Gold".

First of all, the teacher will explain the title. It will explain how lucky we are to have it in our homes since in many countries they can not afford it because it is scarce and expensive. And on the other hand, how laborious is its preparation and how healthy it is due to it prevents carcinogenic diseases, strengthens our bones and improves circulation, protects our heart. All the ideas that arise in this activity, the students will write them in flashcards and paste them under the poster. Also, all the vocabulary that the teacher is introducing in his explanations will be placed under the poster.

ACTIVITY 3: ASSEMBLY

Once we have decided the subject in which we are going to work and according to the ideas we have provided in the previous activity, we will make a table in which we will write down what we know about the subject and what we want to learn about it.

WHAT DO WE KNOW?	WHAT DO WE WANT TO KNOW?

Once we have finished the draft, we will know what we are going to investigate:

- The different types of olives and the best climate.

- The main diseases.

- The harvest and the care of the olive trees.

- The production of the olive oil.

- Marketing talking about distribution, pricing and branding.

ACTIVITY 4: KEEP IN TOUCH

To conclude the session, the teacher will explain to the students that they are going to carry out this project with the collaboration of another school that is in the North of Scotland, called Inverurie, through the following link:

https://live.etwinning.net/projects/add

The project will be based on the study of a common raw material in the area in which they live and work the evolution of this until it reaches our homes. In our case, we work the olive until it becomes oil and arrives at our homes bottled and they show us the same process with another raw material such as the wool until it becomes a jumper for example.

Our final task will be a Brochure Pop-up in which we will explain the whole process. In the following link, you can see an example: https://www.youtube.com/watch?v=ImCBNYkKdYI (Was consulted on 23rd May)

Morever, there are some images as examples:
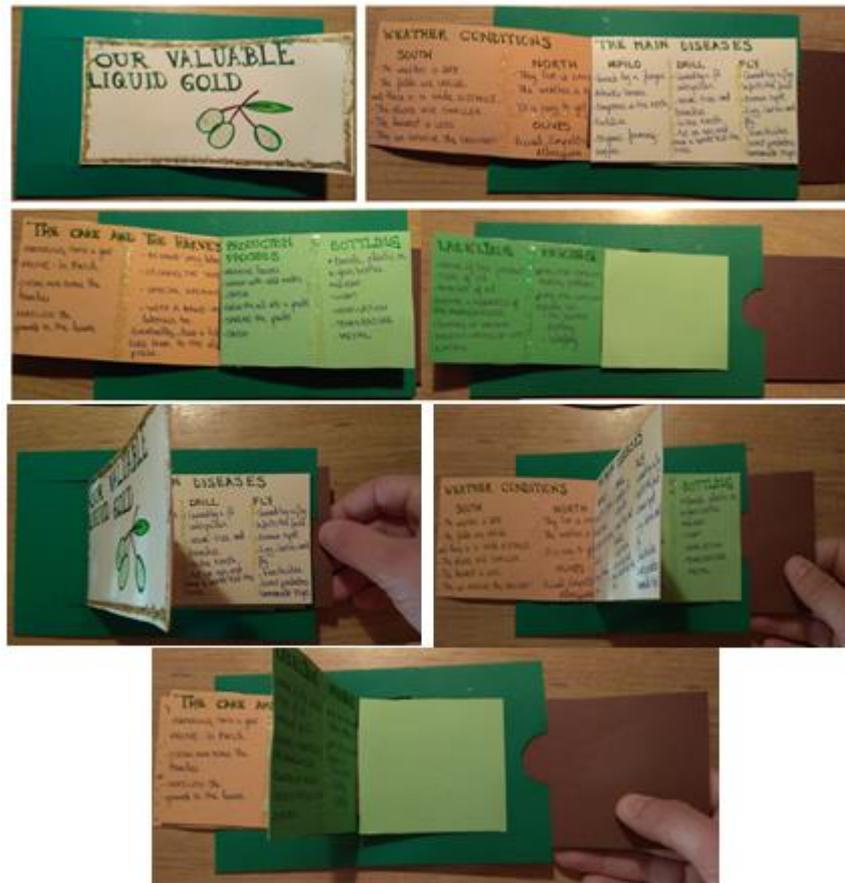
Image 8. Brochure Pop-up.

Also, the teacher will say that they will share an online whiteboard where everyone can collaborate by contributing and sharing ideas. Each day, a different member of each group will be responsible for adding the information worked on in class. This online whiteboard will be created from the school, and all students will be members of it. It will be a useful tool since they will be able to investigate and return to see presentations that have been worked in class. On the other hand, parents can observe the development of the project.

In the first session, students will conduct a survey[3] sent by their Scottish colleagues, and vice versa. In the survey, each student should write what their family is doing.

ACTIVITY 5: TEAM PROJECT PLANNER[4]

Once the project has been explained, the teacher will split up the class in five groups of four students in each of them. A template will be given to each group in which they must write their names, dates of delivery of tasks and they must fill a table with the daily tasks to be done.

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[3] *See in the appendix 6.3.1.*

[4] *See in the appendix6.4*

ACTIVITY 6: STEP ONE FOR THE CRAFT[5], THE ENVELOPE

First of all, a booklet made by the teacher will be shown to the students so they can see what they are going to do. Each group will make two explanatory leaflets.

In this part, we will make the envelope of the brochure. The envelope must be decorated and must have drawings about the project as it will be the main cover. The students will follow the instructions for the elaboration process that the teacher indicates.
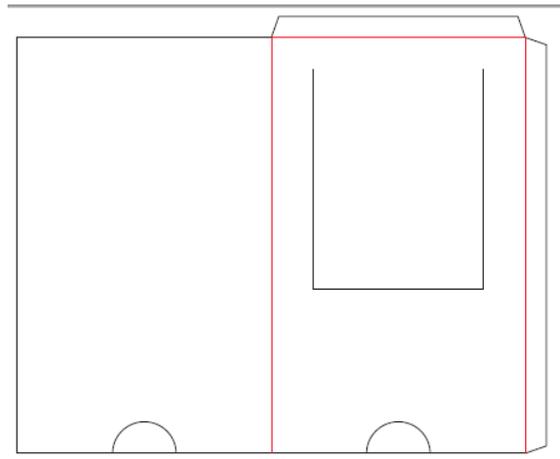

Image 9. The envelope

DEVELOPMENT PHASE

SESSION 2: THE PERFECT CLIMATE

ACTIVITY 1: PAINTING

The teacher will show on the digital board, a picture about olive trees painted by the popular Dutch painter named Vicent Van Gogh. Observing the canvas, open questions will introduce the topic in which students will be working in this session. As for example: *How many types of olives do you know? What colors are the olives? What kind of olive is grown in Navarre? What kind of weather is the most suitable for growing olives?*
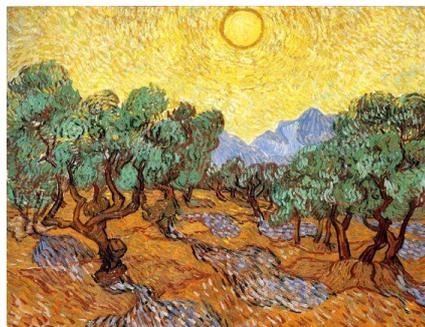

Image 10. Olive trees with yellow sky and sun by Vicent Van Gogh, 1889.

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[5] *See in the appendix 6.5*

ACTIVITY 2: READING

Based on the questions we have asked in the previous activity and on their interest, we will carry out to the following one.

This activity will be in groups. Each group will have two copies of this reading so everyone can work and they will also have it online on the board.

Before starting to do the activity in groups, the teacher will begin to explain what they are going to read.

- PRE-READING STAGE: WORDLE
  In this part, the vocabulary of the previous session and the new one will be worked through a *Wordle*. The vocabulary will be defined by the teacher and each group should find the word on the mural shown on the board and write it down in the notebook to win a point.

Image 11. Wordle.

- WHILE-READING STAGE: READING COMPREHENSION
  The teacher through the online digital whiteboard in which they work, will guide the work through a reading comprehension. Each working group will investigate and they must complete the conceptual map following the index in which they will work. It was explained in the first session.

THE BEST CLIMATE

Hello!

I am an olive tree and I will tell you where I live.

My family and I have survived strong weather situations. For that reason, I have family throughout Spain. But ... it depends on where we live; our olives are different because the weather is different too.

- **DRY WEATHER:** We are in the south of Spain.
  There are large fields and the distance from one olive tree to another is wide since they need to drink water from the ground.
  They are intelligent trees that manage to survive the drought but, they are smaller and there is less harvest.

- **RAINY WEATHER:**
  Now, we are in the north of Spain.
  Some believe that damp places are perfect for our cultivation but it is also easier for us to get sick and different diseases such as the fly attack us. Therefore, we have to take special care to not weaken ourselves. It is true that the weather in these areas is much better. The best for us are the cool nights and not very warm days.

My family is very large. That's why we have different names for each type of olive. For example: Picual, Empeltre ... Here where I live in Navarra. We are called Alberquina and because of that, we produce oil.

Image 12. The climate.

Once the conceptual map is finished, they should answer an exercise[6] which can see in the annex to check whether they have understood the text or not, in which they must fill in the gaps by choosing the appropriate word in brackets. While the project progresses, they will complete the conceptual map with everything they learn.

When they have finished it, they should keep it in the dossier.
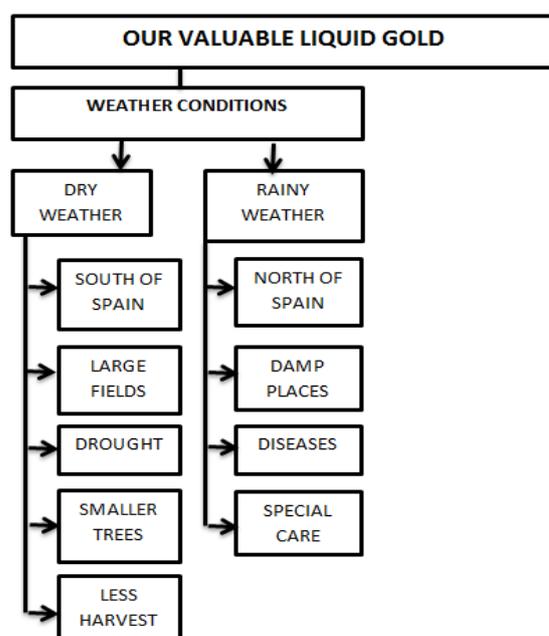

Image 13. Conceptual Map.

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[6] *See in the appendix 6.6.1.*

- POST-READING STAGE: RUN TO THE BOARD GAME
This game will serve to review the vocabulary. They will work in teams and the teacher will say a word aloud.

Each group will be placed in single queue and will have to run to the board to write the job that the teacher has previously indicated. Each member of the team can only write a letter or correct the one that the partner has written in case it is incorrect. The first team to write the correct word will win.

ACTIVITY 3: START MAKING THE POP-UP

They will begin to perform the final task.

In this part, they will do a writing in which they will explain what they have learned. To do this, they will follow a template[7] which will be provided by the teacher.

For the following day, they should bring a picture by group of an olive tree where the type of olive that is grown in these places is shown because they will make an olive tree of clay.

SESSION 3: THE MAIN DISEASES

ACTIVITY 1: POP-UP FIRST TEMPLATE AND AN OLIVE TREE MADE OF CLAY

Once the sketch of the previous session has been finished, we will give way to create the first part of our final task.

Each group will use the photo they have brought to class as a reference. The teacher will provide each group with four clay balls and should use them to make an olive tree. This olive tree will be exposed in class and they will have to photograph it to include it in their Pop-up.

On the other hand, to start with the design and construction of the brochure, we will use the largest squares in the templates. In them, we will write our draft of the previous day. Once finished, we will begin with the second part of the craft, which will be the inner flap that will be the main tool for the vignettes to move.
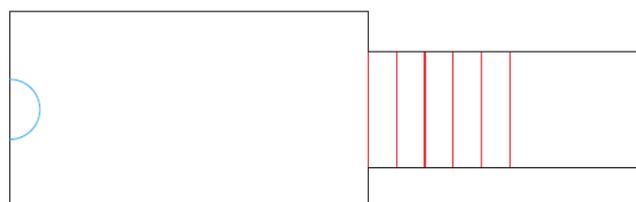

Image 14. Inner flap.

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[7] *See in the appendix 6.6.2.*

ACTIVITY 2: BALL INTO THE BASKET

To continue, all the vocabulary words from the previous session are written on a piece of paper.

Each group place in a queue and in front of them there will be an empty box or a bin.

The vocabulary has been described by the teacher and the student who guessed it must make a paper ball and throw it into the dustbin as a basket. The row must move forward so that the turn is passed. It will win that team that has more balls. If they do not guess the word, that should be studied at home for the next day.

ACTIVITY 3: LOOKING AT THE PHOTOS

Three photos will be placed on the board. Each of them will show one of the main diseases of the olive tree. We will talk about the *Repilo* which is the disease that attacks the leaves due to too much humidity, the *Drill* that attacks the branches and dries them and the *Fly*, in which the insect eats the fruit and lays eggs in it. The teacher will make a brief oral explanation of each illness related to the photo. Due to in the next activity, they will work the theory more deeply.

Image 15. The main diseases.

Each group must write for each photo, at least three ideas of what they observe. Also, they should answer the question: *How can we prevent these diseases?* Once the activity is finished, the ideas will be put in common.

ACTIVITY 4: MATCH THE THEORY[8] WITH THE IMAGES

At the end of the session, the teacher gave three vignettes per group. Each group must match the image with the appropriate vignette. In each one, there is a small explanation of each disease.

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[8] See in the appendix 6.6.3.

ACTIVITY 5: COMPLETE THE CONCEPTUAL MAP

On the other hand, with everything they have learned in today's session, they should complement it in the conceptual map they started the day before.
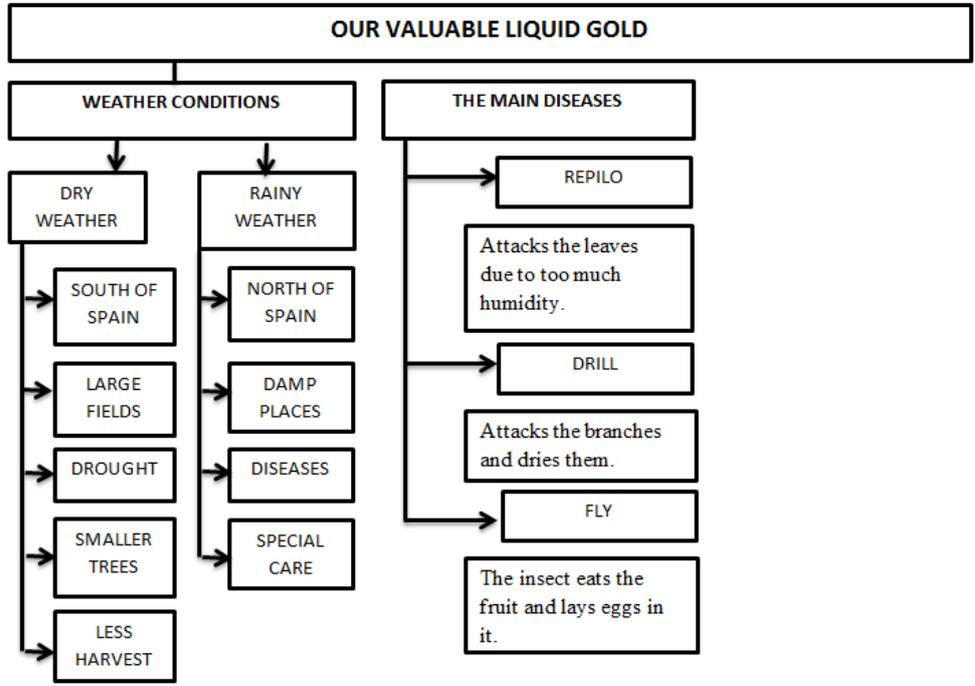

Image 16. Concept Map.

ACTIVITY 6: POP-UP SECOND TEMPLATE

First, a sketch of what you want to write in the second template will be made, following the same structure as the first one. In this one, the topic of the diseases will be treated following the model of the previous one.

First of all, they will have to carry out an activity[9] to work on the vocabulary they have learned and should use in their vignette. They will have three boxes and they should read and separate the keywords for the writing in each one. As we can see in the annex, each box deals with a different disease.

Once finished, they will cut out the medium-sized squares and write and make three explanatory drawings.

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[9] *See in the appendix 6.6.4.*

SESSION 4 "THE HARVEST"

ACTIVITY 1: TRIP TO THE FIELD

Because is the time of collection, students will go to the field to observe what they have learned in class and which are the different types of collection.

For this, each group will have a series of worksheets[10]in which they will write down everything they have to complete the activities.

Once they have finished the worksheets, the teacher will explain the different methods that exist to collect the olive. For this, they should visit different olive groves. For each method, students will draw in their notebook what it consists of.

ACTIVITY 2: RETURN TO SCHOOL AND PUT IN COMMON THE INFORMATION COLLECTED

To end the session, all the information collected will be put together to see if we have all understood what we have seen.

ACTIVITY 3: HOMEWORK

In groups, they must complete the conceptual map talking about the care.
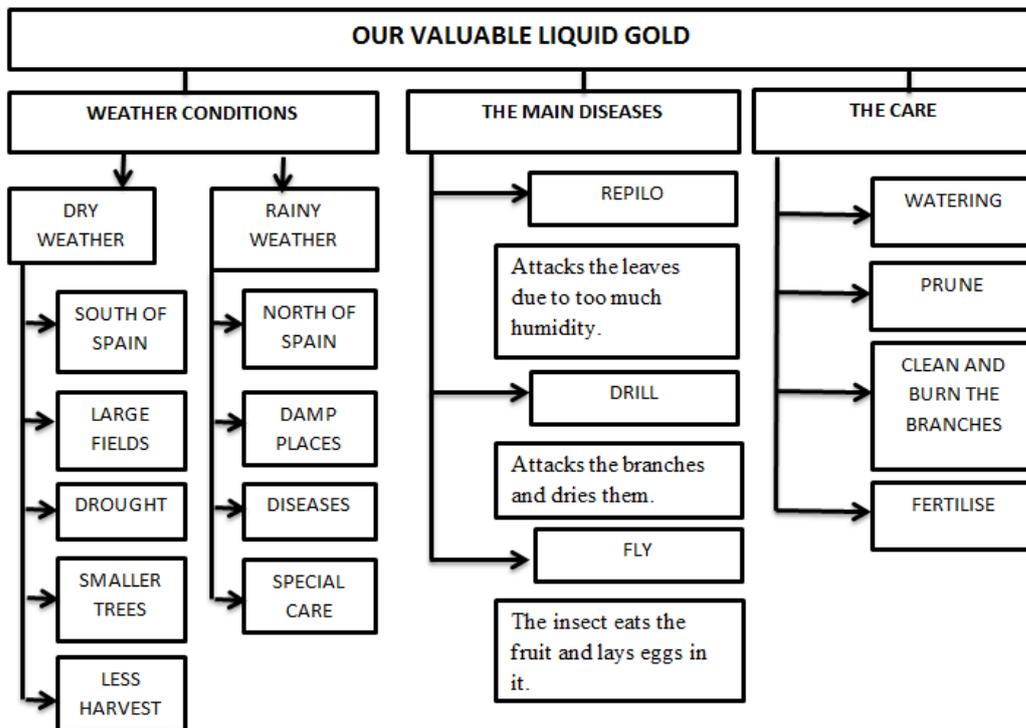
Image 17. Concept Map.

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[10] *See in the appendix 6.6.3.*

SESSION 5 "THE OLIVE OIL PROCESS"

ACTIVITY 1: WORDSEARCH[11]

To work on the new vocabulary learned in the previous session and in the early ones too, the students should fill in the gaps in the words and search them in the wordsearch.

ACTIVITY 2: POP-UP THIRD TEMPLATE "THE CARE"

They will make the third template in which they will talk about the care of the olive trees during a whole year. To do this, they will build on what they learned on the trip and on their concept map.

ACTIVITY 3: PRODUCTION

First of all, the teacher will show them a video where she will summarize what they will learn these days. We will work it in three moments:

- PRE-WATCHING THE VIDEO: This part of the activity will serve to set the context, obtain vocabulary and knowledge and understand the listening. (Rees, *2003*).
  The teacher will write the title of the video on the board to brainstorm the students about what they will see and answer a series of questions such as:
  Do you remember something about the different method of harvest?
  What does it consist on?
  Which is the most or the least efficient?

  To work on the new vocabulary, the flashcards will be placed all over the board. Each working group will have a set of flashcards. The teacher will describe a word card and each group should match it with their drawing.

- WHILE-WATCHING THE VIDEO
  Olive Oil Production Cold Press: The video will be watched up to the first minute to revise what they learned the day before.
  https://www.youtube.com/watch?v=wvacR3rTgFU (Was consulted on 23rd April)

  After that, students will watch the video up to the end to discover what the process consists of once the olive arrives at the factory.
  Then, the game Roundtable[12] will be played. The teacher will read question with a few answers. Students should write on the paper the correct one. The group which chooses the right one wins a point.

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[11] *See in the appendix 6.7. 1.*

[12] *See in appendix 6.8.*

- After-WATCHING THE VIDEO

To complete the task, each group will finish the conceptual map to verify that they have understood the explanation of the video.


OUR VALUABLE LIQUID GOLD

WEATHER CONDITIONS	THE MAIN DISEASES	THE CARE	THE HARVEST	PRODUCTION PROCESS
DRY WEATHER / RAINY WEATHER	REPILO — Attacks the leaves due to too much humidity.	WATERING	METHODS	REMOVE LEAVES AND DEBRIS
SOUTH OF SPAIN / NORTH OF SPAIN	DRILL	PRUNE	BY HAND	WASH WITH COLD WATER
LARGE FIELDS / DAMP PLACES	Attacks the branches and dries them.	CLEAN AND BURN THE BRANCHES	STICKING THE TREE	CRUSH BY A MILLSTONE
DROUGHT / DISEASES	FLY	FERTILISE	SPECIAL MACHINES	GRIN THE OIL INTO PASTE
SMALLER TREES / SPECIAL CARE	The insect eats the fruit and lays eggs in it.		WITH A RAKE	SPREAD THE PASTE OVER THE BAGS
LESS HARVEST		OLIVES ON THE FLOOR: CLEAN THEM, TIDY UP THEM AND TAKE THEM TO THE OLIVE PRESS		CRUSH UNTIL OIL IS OUT.
		TASTE AND STORE IT IN BARRELS ← SEPARATE OIL FROM WATER ←		

Image 18. Concept Map.

ACTIVITY 2: POP – UP THIRD TEMPLATE "THE CARE AND THE HARVEST"

Next, we will continue with the elaboration of the final task. In which two students will explain what the harvest of the olive is based on. Two other students will talk about the issue of diseases. For this, they can use drawings or photos taken in the trip. They will use the third vignette which they wrote about the care the day before.

For this part, they will use several olive leaves from the ones they collected during the trip. With watercolors, they will paint in various colors disorderly the back of the leave and will paste it in the vignette as a stamp. Thus, the leave will be traced in detail.

ACTIVITY 3: THROW THE DICE

Depending on the number that the dice shows, students should write about the vocabulary worked in class such as disease, types of olives, the harvest, etc. The group that writes them correctly will win within the determined time.

SESSION 6 "MARKETING: BOTTLING AND LABELING"

ACTIVITY 1:

- PRE-READING ACTIVITY: PUZZLE[13]
  Each group will be handed two sets of puzzles. Each group should join the pieces. Once united, they will have a reading of the commercialization of olive oil.

- WHILE-READING ACTIVITY: BOTTLING AND LABELING
  The teacher will order a student to read aloud one section until the reading ends.
  To check if the reading has been understood, the teacher will show the students a Power Point Presentation[14]. An image will appear on each slide and students should identify it with a section of the bottling. For example, the image of from a bottle next to a radiator and they should associate it with the temperature. Each group should write section in the shortest possible time.
  Second, the teacher will give them four blank canvases. Each class group consists in four students, so each of them can paint and draw with the temperatures on the canvas an example of how the oil should be stored for optimal conservation.
  On the other hand, the labeling part will be worked on in the next session.
  On the other hand, they must complete the conceptual map. The following image belongs to a part of the conceptual map that will be added to the first one.
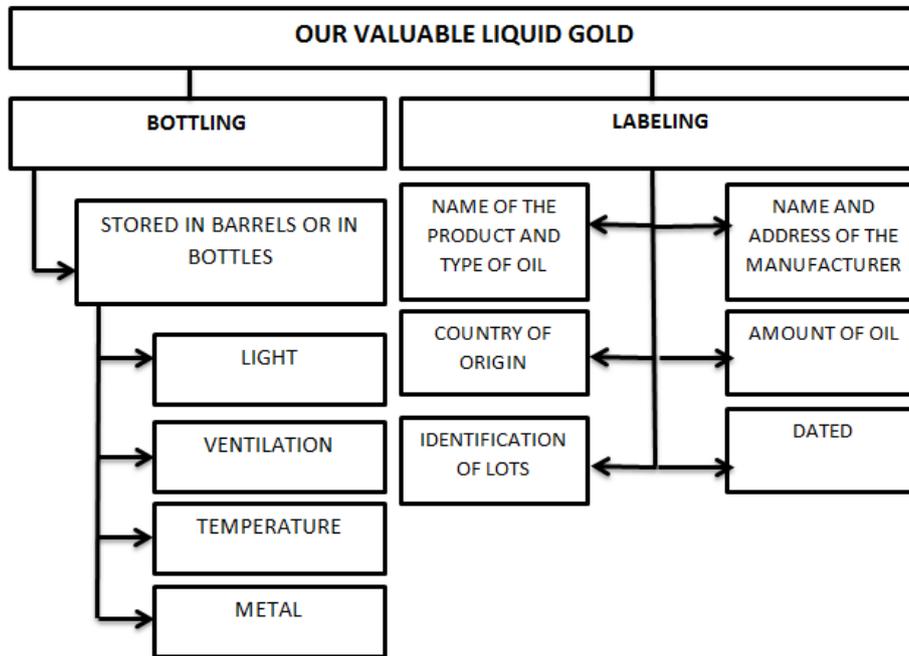

Image 19. Concept Map.

- AFTER-READING ACTIVITY

Students will answer questions orally about what they have read and everything they have learned as it is related. Each group will have two switches, one red and one green. In the case that the sentences that the teacher says are true, they should press the green switch or vice versa. If they are not right, they should correct them. On the other hand, if the former asks open questions and they know them, they should press the green switch and answer it.

Image 20. YES/NO Switches

ACTIVITY 3: POP-UP THE FOURTH TEMPLATE "BOTTLING AND PRODUCTION PROCESS" AND HOMEWORK

This is the penultimate vignette point they have to fill out.

In it, they will talk about the process that the olive undergoes once it's in the olive press. They can help themselves with the explanatory drawings.

For homework, they should bring a plastic bottle because in the next session they will design a label.

PHASE OF SYNTHESIS AND EVALUATION

SESSION 7 "MARKETING: BOTTLING AND LABELING"

ACTIVITY 1: CROSSWORD[15]

This activity will serve to work the vocabulary of the previous session.

So, they must complete a crossword which is in the annex.

---

[15] *See in the appendix 6.7.2.*

ACTIVITY 2: IMAGE OF A LABEL

The teacher will show an image of a label to the class and the students should identify each of the parts that make up the labeling. Such as the following image:
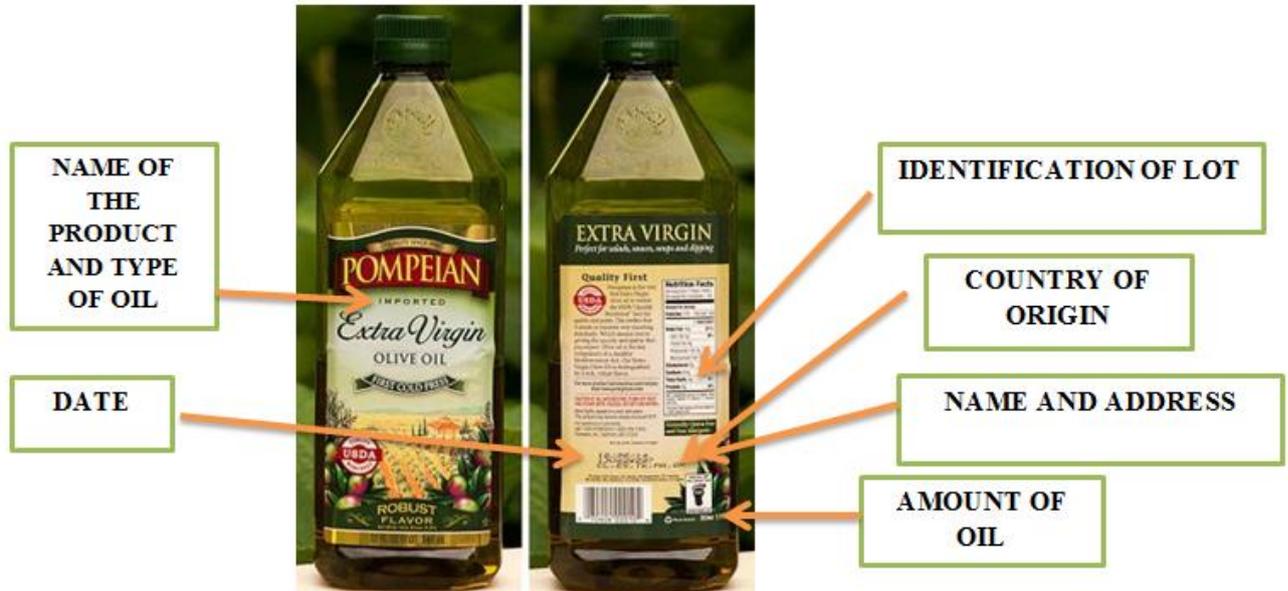
Image 21. Parts of a label.

ACTIVITY 3: DESIGN OF A LABEL

Each group must design their label. For this, they should think about all the parts that should be included in it. They must be original and creative. They can use all kinds of materials such as cardboard, EVA foam, felt paper, etc.

Once finished, they should paste it on the plastic bottle and introduce their work and include a photo in their final work.

ACTIVITY 4: POP-UP THE THE LAST TEMPLATE "LABELING AND PRICING"

This will be the last part of the final task.

In the last vignette, students should write about they have studied in class following each of the main points of the conceptual map and add a photo.

Once finished, they should fit all the pieces and build the pop-up following the teacher's instructions.

SESSION 8 "THE PRICE"

ACTIVITY 1: POWER POINT PRESENTATION

Through a Power Point Presentation[16], the teacher will give a brief explanation of how the oil price is established so that it reaches the shops and we can use it in our day to day. This will be the last step through which the elaboration process goes until it reaches our homes.

ACTIVITY 2: CONCEPT MAP

To finish, they should complete the conceptual map including what they learned in today's session that deals with how certain factors influence the increase or decrease of the oil price.
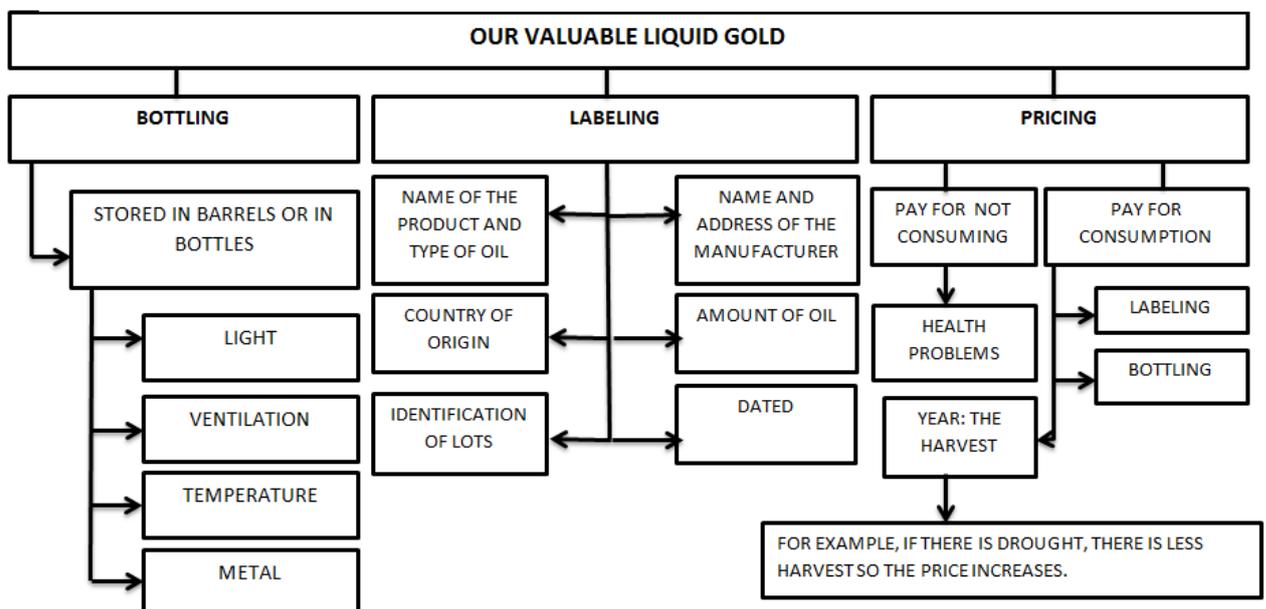
Image 22. Concept Map.

ACTIVITY 3: PASSWORD GAME

As a final game, the teacher will draw a circle on the board with the letters of the alphabet. Each letter will have a word referring to any word worked on in the project. The word may contain or begin with the letter to which it refers.

Each group should write the word in their notebook. The group that has the most words guessed will win.

---

[16] *See in the appendix 6.9.3.*

Image 23. Password game.

ACTIVITY 3: FINISH THE POP-UP

They will finish your brochure including the section that deals with the oil price. They should review, decorate and give the finishing touches to their project to be presented and evaluated.

SESSION 9 "THE DISPLAY"

ACTIVITY 3: DISPLAY

Each group will show and explain their Pop-up finished to their classmates. At the same time, they will be recorded on video so that their Scottish colleagues can see how their final project has been.

ACTIVITY 3: THE ASSESMENT

Eventually, they will give to the teacher the portfolio. The portfolio will be divided into two parts. It must contain the personal diary of the group where everything they have learned every day and their experiences during the process must be written. On the other hand we will talk about the dossier, where all the activities will be organized in chronological order along with the worksheets that have been delivered.

On the other hand, they will complete the survey and do the rubric to assess the group.

Finally, the teacher will give to each student a certificate of achievement.

Image 24. Certificate of achievement.

3. CONCLUSIONS

Finally, I would like to make a small reflection of the practical approach designed and the study itself.

Having chosen the theme of this study was because it seemed something new and could be applied in the classroom. Innovative because usually teaching is developed with the use of textbooks monotonously and *a priori*, working with projects is more common in the field of early childhood education.

When it came to researching the subject, I found everything that I discovered very interesting. For example, how the methodology has changed in the teaching of English or even the existence of primary or secondary schools, in which they use CLIL which is Content and Language Integrated Learning and PBL which is Project Based Learning. Of course, everything I have researched is profitable due that it can be applied in the future in the classrooms. Also nowadays, teachers are working in the classrooms with these approaches.

Nevertheless, it has been an arduous task in terms of researching, selecting the appropriate information and writing it as best as possible. In short, it has been a difficult but productive task.

Therefore, I have chosen this topic despite the fact that there is not much information that talks about the area where I live. I have had to interview farmers to be able to inform me first-hand. Probably, many teachers are not trained or do not know how to do it. In addition, it is a costly task in terms of time and preparation materials and resources. But on the other hand, it is an interesting, motivational and active way of learning due that it involves all the students in a collaborative way, also with teachers and family.

Furthermore, the cross-curricular project has been designed to be carried out in the future. It has been complicated to develop all the activities because it was difficult to design them but it is useful because I know more about the topic and I have discovered different educational resources.

In the event that this project would be put into practice, I would say that the objectives and contents are adapted to the level and would be successfully overcome. Conversely, after designing this project, I would suggest that it would be great to build and create more resources in English, working with the different subjects. I would say that depending on the topic there is a lack of them.

To sum up, the research of this study has been very enriching and everything learned can be applied in the near future.

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6. APPENDIX

6.1 LETTER ADDRESSED TO FAMILIES

30th May, 2018

Dear Parent,

We would like to inform you that an interdisciplinary project will be carried out at the school. This project will be based on **the study of the production of the olive oil.** It will be developed during the **next month** and we hope to **finalize it on 22nd November.**

Moreover, with the collaboration of the other teachers, we would like to count on **your support** so that the project is a success. Examples of this support can include:

- Help with activities.
- Searching for information.
- Preparing materials needed for the project.

The progress and the final activity of the project will be available to view on the **school website.**

Thank you very much in advance and we look forward to your cooperation.

Yours sincerely,

The teacher.

6.2.1 DAILY RECORD

- Rubric to assess everyday progress of the student (to be completed by the teacher):
  http://www.rcampus.com/rubricshowc.cfm?code=WX97956&nocache=1511715750631 (Was consulted on 24th November)

  Each student owns a row (Student A, Student B, Student C) where the teacher writes what happens each day in class and   progression.

DAILY RECORD
- SPEAK IN ENGLISH
- RESPECT THE CLASSMATES
- PARTICIPATE AND WORK IN GROUPS
- SHOW INTEREST IN THE SUBJECT
- DO THE HOMEWORK

iRubric

	5th November (N/A)	7th November (N/A)	9th November (N/A)	12th November (N/A)	14th November (N/A)	16th November (N/A)	19th November (N/A)	22nd November (N/A)
STUDENT A	5th November He tries to speaks in English. He has interest in doing the project.	7th November He didn´t do the homework. His speaking has not improved. He has interest.	9th November Homework done. Speaking improved due to he knows what we are speaking about. He is more motivational and he is very conscientious in doing the tasks.	12th November He arrived late because he had an appointment at the doctor. Homework done but he had difficulties. He doesn´t understand the grammar very well but he tries to speak.	14th November Speaks fluently. Controls the vocabulary. He is so energetic and he wants to learn more and more.	16th November There was a problem in the teamwork when they divided the speaking parts for the final task but everything was solved using the dialogue.	19th November No problems at all.	22nd November Final task. All the paperwork was collected and at first sight, his portfolio his clear and very well-organised.

6.2.2. RUBRIC TO ASSESS WORK DONE BY THE STUDENTS (COMPLETED BY THE STUDENTS THEMSELVES)

- Rubric to assess: http://www.rcampus.com/rubricshowc.cfm?code=WX97956&nocache=1511715750631 (Was consulted on 24th November)

Teamwork
Enter rubric description

iRubric

	Never 1 pts	Rarely 2 pts	Sometimes 3 pts	Always 4 pts
Do the homework Study, search information, bring the materials to class, do the resources.	Never	Rarely	Sometimes	Always
Work as a team Participate and work together, sharing ideas and show interest.	Never	Rarely	Sometimes	Always
Respect classmates Enter description	Never	Rarely	Sometimes	Always
SPEAK IN ENGLISH	Never	Rarely	Sometimes	Always

[48]

6.2.3 RUBRIC TO ASSESS WORK DONE BY THE STUDENTS ON THE LAST ACTIVITY (COMPLETED BY THE TEACHER)

- Rubric to asses: http://www.rcampus.com/rubricshowc.cfm?code=WX97956&nocache=1511715750631 (Was consulted on 24th November)

Team Presentation			iRubric
	Poor 1 pts	**Fair** 2 pts	**Good** 3 pts
Quality of Content 15 pts	Poor Chapter content is not accurately portrayed. Incomplete coverage of the topic. A student who wanted to develop this skill would not find this presentation to be effective.	Fair Chapter content is accurately portrayed as either effective or ineffective. Adequate coverage of the topic. A student would need to do more research to develop this skill.	Good Chapter content is accurately portrayed as either effective or ineffective. Complete coverage of the topic. A student could develop multiple aspects of the skill with this resource.
Quality of Scenario 10 pts	Poor Scenario was not realistic, inappropriate for class, or poorly developed. Scenario failed to incorporate course concepts.	Fair Scenario was realistic and class-appropriate. Course concepts could be identified.	Good Scenario was realistic, class-appropriate, well-developed. Scenario clearly incorporated course concepts.
Organization 5 pts	Poor Presentation was not well-organized. The transitions between the role-plays and the narrator and other presentation components were poor.	Fair Presentation was fairly well-organized. The transitions between the role-plays and the narrator and other presentation components flowed smoothly at most times.	Good Presentation was well-organized. The transitions between the role-plays and the narrator and other presentation components flowed smoothly.
Impact 10 pts	Poor Presentation failed to engage the student audience. Presentation would not be helpful to students. Presentation would be difficult for students to use.	Fair Presentation engaged the student audience. Presentation may provide some helpful information to students. Students who follow the advice in the presentation could develop skills with additional research.	Good Presentation fully engaged the student audience. Presentation would be helpful to students in developing skills. Presentation would be easy for students to learn from. Students who follow the advice in this presentation would be effective.
Presentation Skills 10 pts	Poor None of the presenters spoke with appropriate eye contact, volume, tone, use of pauses, and gestures. None of the presenters appeared prepared or confident.	Fair Most presenters spoke with appropriate eye contact, volume, tone, use of pauses, and gestures. Most presenters were well-prepared and spoke with confidence.	Good All presenters spoke with appropriate eye contact, volume, tone, use of pauses, and gestures. All presenters were well-prepared and spoke with confidence.

6.2.4 RUBRIC TO ASSESS THE ENGLISH SPOKEN BY THE STUDENTS (COMPLETED BY THE TEACHER)

- Rubric to asses: http://www.rcampus.com/rubricshowc.cfm?code=WX97956&nocache=1511715750631 (Was consulted on 24th November)

	Needs Improvement 1 pts	Satisfactory 2 pts	Good 3 pts	Excellent 4 pts
Grammar	Needs Improvement Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Satisfactory Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Good Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Excellent Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	Needs Improvement Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Satisfactory Student was slightly unclear with pronunciation at times, but generally is fair.	Good Pronunciation was good and did not interfere with communication	Excellent Pronunciation was very clear and easy to understand.
Vocabulary	Needs Improvement Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Satisfactory Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Good Student utilized the words learned in class, in an accurate manner for the situation given.	Excellent Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Needs Improvement Student had difficulty understanding the questions and topics that were being discussed.	Satisfactory Student fairly grasped some of the questions and topics that were being discussed.	Good Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Excellent Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Background Knowledge	Needs Improvement Student was lacking in background knowledge which hindered his/her responses to the questions regarding class materials.	Satisfactory Student showed decent background knowledge of class material, making his/her responses incomplete.	Good Student displayed well knowledge of class information and topics.	Excellent Student presented excellent background knowledge from class topics and was able to add more information in their response.
Fluency	Needs Improvement Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Satisfactory Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Good Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Excellent Speech is effortless and smooth with speed that comes close to that of a native speaker.

6.3.1. SURVEY SENT BY THE SCOTTISH STUDENTS AND VICE VERSA

1. What does your father do?

   _____

2. What does your mother do?

   _____

3. If you know, write what your other relatives do.

   _____

4. What do you think the majority of the people who live in your town do?

   _____

6.4. TEAM PROJECT PLANNER

Could be found in https://www.readinga-z.com/search/#!#doSearch=Search&searchTerms=team%20project%20planner (Was consulted on 23rd May)

Project Name _____

Project Description _____

_____

| Team Members	Important Dates	
_____ _____ _____ _____	Practice Presentation	
	Final Presentation	

What Needs To Be Done?	Who Will Do It?	When Will It Be Done?	Done

6.5. CRAFT: BROCHURE POP-UP

This pop-up is the final task where all the information will be collected throughout the project. Each group can make two cards.

The templates can be found on the following link: https://brochure3d.com/brochure-pop-up-correa/ (Was consulted on 22nd May)

The first four templates will be used for the vignettes. The last two are the pop-up envelope and the inner flap.
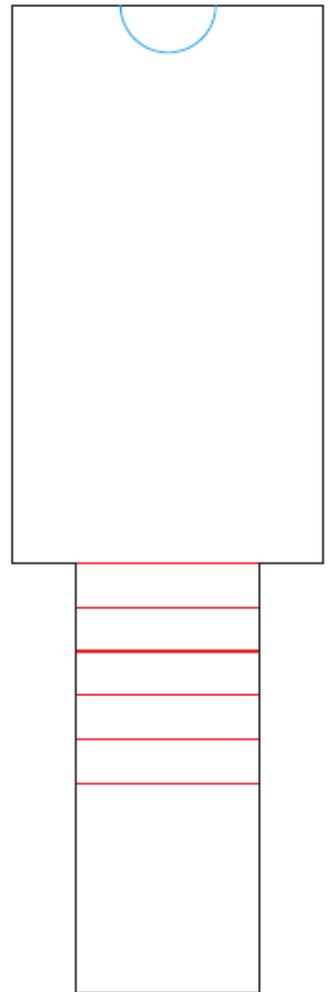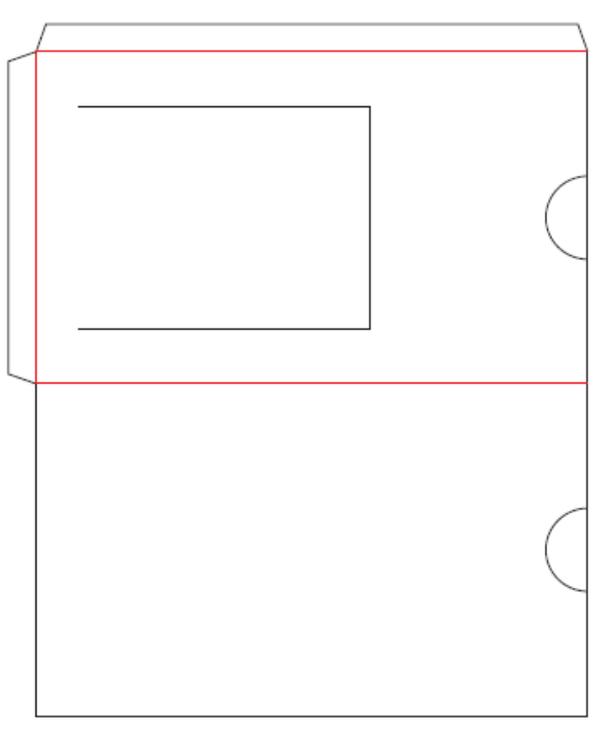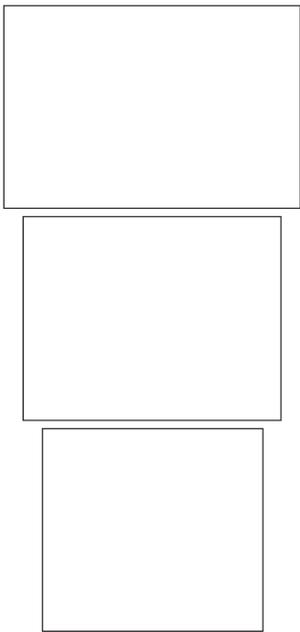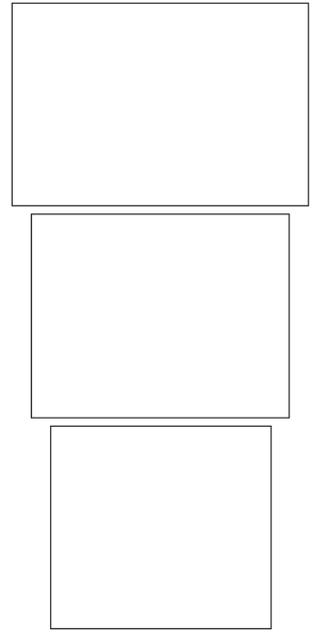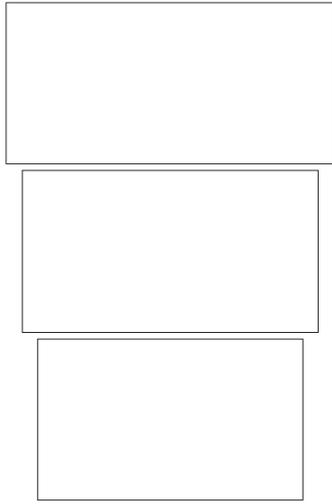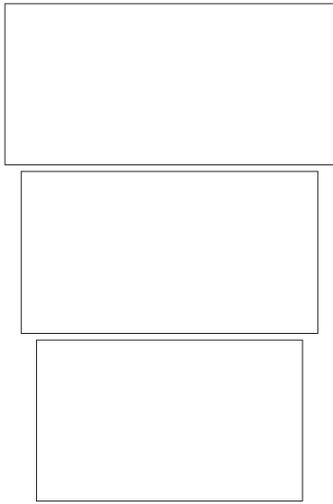
6.6. ACTIVITIES

6.6.1. "THE BEST CLIMATE" ACTIVITIES

ACTIVITIES

GROUP NAME: _____

DATE: _____

1. **FILL THE BLANK WITH THE CORRECT WORD**
- Olive trees are _____ because they survive constant changes of _____.
  (Strong / weak), (time, weather)
- The olive trees of _____ Spain live in dry places. They are capable of withstanding _____ but they are smaller trees with less harvest.
  (northern / southern), (flood, drought).
- The climate in the north is better since the nights are _____ and the days are _____. But trees are weaker to suffer _____.
  (Cooler, hotter), (warmer, more freezing), (famine, diseases)
- There are different types of olive. The most typical in Navarra is the _____.
  (Alberquina, Empeltre, Picual)

6.6.2. THE BEST CLIMATE TEMPLATE

TITLE

- **SOUTH**

The weather is _____.

The fields are _____ and there is a wide_____.

The olives trees are _____ and the harvest is _____.

They can survive the_____.

- **NORTH**

They live in _____ places and the weather is _____.

It is easy to get _____.

- **OLIVES**
  There are different types such as _____, _____ and _____.

6.6.3. "THE MAIN DISEASES" THEORY

This disease is caused by a fungus that attacks the tree and leaves mainly.

It is one of the main diseases since it exists throughout Spain. But it is more dangerous in the north of Spain due to the climate is damp.

In summer, the fungus survives on infected leaves or fallen leaves while waiting for winter.

To prevent this disease, it is necessary to fertilize the trees. In organic farming, copper is used for its prevention.

This disease is caused by the fly as it infects the fruit.

Basically, the fly deposits the egg in the olive and makes a brown spot visible to the naked eye. It usually happens in the month of June approximately. In hot climates, eggs usually die very easily.

Once the egg is opened, the larva begins to feed on the olive until it becomes a fly.

For its prevention, the olive should be treated with insecticides. In ecological crops, there are insect predators of the fly and homemade traps like the use of vinegar and the recycling of plastic bottles.

This disease is based on the weakening of the tree and branches by a caterpillar.

It is not common in all of Spain. It occurs in damp areas between the months of May and October.

It consists of the caterpillar laying its eggs on the weakest branches in the top of the tree. The larva grows inside these branches until it goes down the main trunk of the tree, expelling its excrement out of the tree.

For its prevention, it is necessary to fertilize the trees or avoid cultivating certain types of olive.

6.6.4. VOCABULARY THE MAIN DISEASES

Each box refers to a different disease. The first box is about *The Repilo*, the second about *The Fly* and the third about *The Drill*. The words that are in bold are the words they should find to use them in their vignette.

Diseasesklf**ungus**aq**leaves**ldi**dangerous**kdls**damp**lik**summer**kddl**winter**kñ**prevent**kdo**fertelize**lfk**organicfarming**kld**copper**lk

Kkñld**disease**jklf**fly**kglf**fruit**klsiw**infect**abso**egg**l**spot**lkd**month**dlo**die**l ñkas**larva**lkd**feed**ñsl**prevent**jkkd**insecticides**ldñ**organicfarming**kl dñ**insects**kdl**homemadetrap**slk

diseaseqp**weak**so**tree**ps**branch**ñls**caterpillar**ld**damp**lwo**month**lsk d**egg**ldk**top**sd**larva**ldk**trunk**dl**excrement**dl**prevent**kkdl**fertelize**ld

6.6.5. "TRIP TO THE FIELD" ACTIVITIES

TIP! Think like a farmer and try to enjoy with the field. You will learn double!

TRIP TO THE FIELD

Touch and observe the trees. Collect dirt and leaves and make a drawing or a collage of an olive tree.

Observe as a true farmer and find out if these olive trees have some kind of disease.

What color are the leaves?

_____

Do the leaves have any kind of stain?

_____

Are the branches dry and brittle? How are the olives?

_____

Do you find any kind of stain or hole in the olive?

_____

According to your answers, do you think the tree suffers from some kind of disease? Why?

_____

After observing the farmers as they pick up the olive, draw a picture of the main tool and a brief description of each one.

Say when and how the following processes are performed for the treatment of the tree:

- Watering:
- Prune:
- Clean and burn the branches:
- Fertilise:

## 6.7.1. WORDSEARCH

OUR VALUABLE GOLD LIQUID

```
D F X O Z L P A T G B S V P K L F Z P D
J V B R N O O R N H E E C O E N D Q Y L
Q G C E I G Z I U D B S R A F F N D L E
X P X M D H K R W N L A V G K Y D X I I
U O B Q L C T G T Y E E D R O U G H T F
E C T L I I E C D D S S V X S P Z A V H
N O I T N E V E R P D I R E P P O C C H
G R S N M T D M F H E D D Q E U N G L W
D Y F X N Y R M G V C S E V Z O I K L D
V U N T D M U D N Z T N I E C I Q Z I A
V T X B G L R F F B Y H A L K H A Z B M
M H A R R T O B F P T N B R I O P D X P
B Z K C O V E M Z D Q E W Q B T T J A G
H A O U U J N P G K L Z X J C Y R T V W
F A M H N U S C J F T R M T K G T E Z C
K C R T D M K R H E A S E D W B W B F R
L V F V L A R V A K H O P R W E U B U H
G Q S U E C H F E F O E D W K I T E G P
R G Q Z L S R O W Z P I Z Q D O C F V I
K M O W Z R T P D H M Y Z K F V K A A S
```

BRANCH

DISEASES

FERTILISE

HARVEST

PREVENTION

STICKING

COPPER

DRILL

FIELD

LARVA

PRUNE

DAMP

DROUGHT

GROUND

LEAVES

RAKE

6.7.2. CROSSWORD

Name:_____

Complete the crossword below
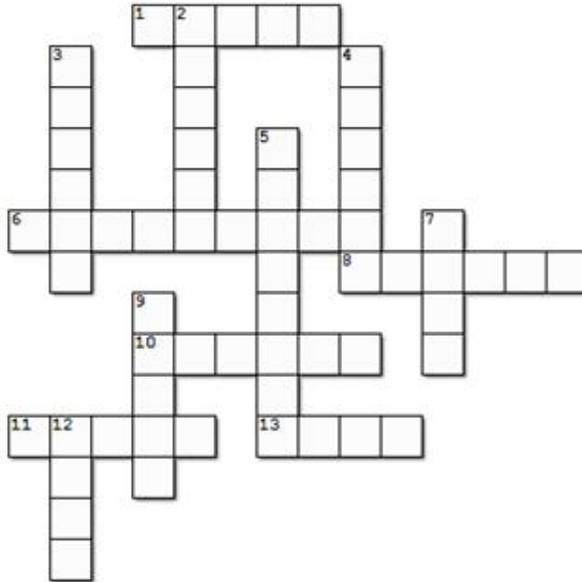
Down
2. Presh with destructive force.
3. It is used in organic farming to prevent diseases.
4. Part of the tree.
5. Hitting the tree.
7. Trick.
9. The main part of the tree.
12. Gardening tool which is used for the harvest.

Across
1. To break into sm
6. Put compost on the groung or in the tree.
8. Expand the paste in the bags.
10. It is a disease.
11. Cut branches.
13. Mix.

6.8. ROUNDATABLE GAME

What type of olive is grown in Navarra?	Which of these are diseases that the olive tree can have?	What is the name of the process that is carried out each year so that the tree does not become ill?
A. Alberquina B. Picual C. Empletre	A. Cold B. Fly C. Flu	A. Prune B. Watering C. Fertilise
Which of these options does not belong to the way of harvesting?	What is done with the olive once collected from the ground?	How is the oil produced in the oil mill?
A. Iron B. By hand C. With a rake	A. It goes to our houses. B. It goes to the shops. C. It goes to olive press.	A. The olive is cleaned, crushed until a paste is produced. Between bags, squeeze until the oil is produced. B. The olives are crushed and left to rest in cans.

6.9.1. COMMERCIALISATION: BOTTLING AND LABELING

MARKETING

Once the oil has been prepared, we proceed to its bottling and labeling.

BOTTLING

The oil has to be stored in barrels or in glass or plastic bottles. It must have at least 90% of the total capacity oil.

It has to be at an average temperature of 20º for its conservation.

What are the containers for?

They are to preserve and protect the oil. Therefore they have to avoid:

- **Light:** that's why the containers are dark or opaque.
- **Ventilation:** they must be hermetically sealed so that no air enters.
- **Temperature:** They can not be at altar temperatures.
- **Metal:** It can not be in contact with any type of metal.

LABELING

All labels must have common and obligatory characteristics. Which are:

- Name of the product and what type of oil it is.
- Content or amount of oil.
- Name and address of the manufacturer to know where it was made.
- Country of origin or place where it was made.
- Identification of lots: It is an indelible mark that indicates the factory where it has been produced and the lot.
- Dated that tells us when it has been done and how long it will be in optimal conditions to consume.

6.9.2. WHILE READING ACTIVITY: POWER POINT

6.9.3. CONCEPT MAP: PRICING

PRICING

PAY FOR NOT CONSUMING
- HEALTH PROBLEMS
- CONSUMPTION: BENEFITS
  - It is beneficial for our bones, circulation and blood sugar.
  - It protects the heart.
  - It prevents aging.
  - It is good to lose weight.
  - It prevents illnesses.

PAY FOR CONSUMPTION
- LABELING
  - Best design ⟶ more expensive
- BOTTLING : material
- THE HARVEST
  - Good harvest ⟶ good price
  - Drought, bad weather conditions ⟶ expensive