

**EXAMPLES OF ACTIVITIES RELATED TO,
VOCABULARY AND LISTENING IN A
BILINGUAL SUBJECT:
BIOLOGY AND GEOLOGY:
UNIT OF INVERTEBRATES (CNIDARIANS)**

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IN-22 SUPPORTING EFFECTIVE LEARNING COURSE.
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THEORY OF LEARNING VOCABULARY

This unit forms part of the Invertebrates Unit. The Level is 1st of ESO. This activities are for 6 periods (55 minutes).

First of all, I would like to introduce the students to the main vocabulary of this unit.

The vocabulary is difficult and very specific. Therefore we need to do several activities related to this vocabulary before a listening activity.

First of all, I will use some Techniques for learning vocabulary proposed by Robin Walker in the course. Techniques related to vocabulary are:

1. How do we learn words?

- a) Labelling
- b) Categorising
- c) Network building

2. How do we remember words?

We need to relate spoken name, written name with the object.

3. Helping long-term memory: repetition, retrieval, use or lose-identifying (word count), use or lose-identifying (word search), use or lose-selecting, use or lose-matching, use or lose-classifying, cognitive depth, affective depth, mnemonics, imaging.

4. Personal organising-knowing a word or word webs.

THEORY OF LISTENING

I will use some Techniques for Listening proposed by Robin Walker in the course:

Features of listening are:

1. **Bottom-up processing:** segmentation, recognition.
2. **Contextual clue.**
3. **Anticipation.**
4. **Top-down:** prior knowledge.
5. **Negotiation of meaning.**
6. **Extensive listening.**
7. **Listening for specific information.**

Types of texts are:

- **Extensive listening:** “a preliminary hearing of a recording to identify the main points” (Field 2008)
- **Intensive listening:** reading texts, surveys, listening for specific information.
- **Independent listening in a CLIL classroom.**

EXPLANATION OF THE ACTIVITY

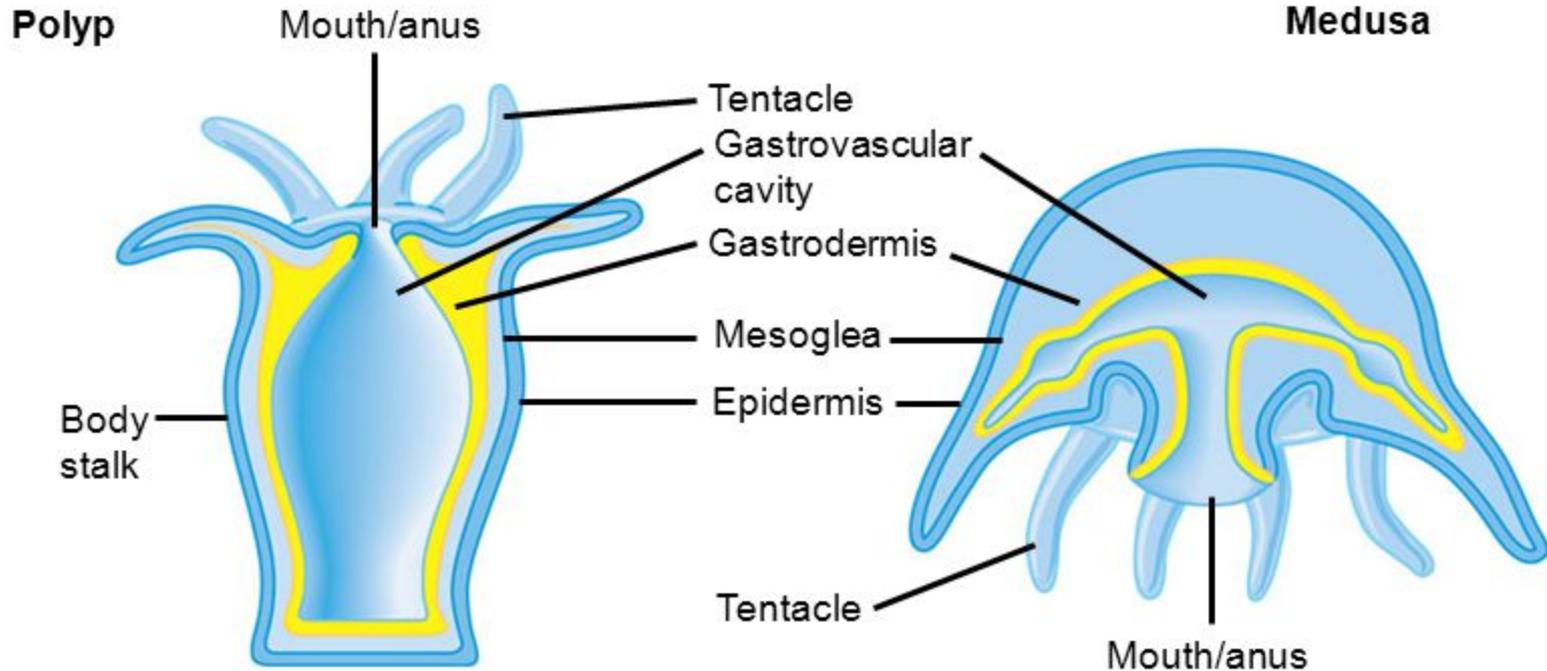
This unit forms part of the Invertebrates Unit. First of all, I would like to introduce the students to the main vocabulary of this unit.

The vocabulary is difficult and very specific. Therefore we need to do several activities related to this vocabulary.

1. Brief **explanation** of the Cnidarians theory
2. They must **classify** the vocabulary into nouns, adjective and verbs.
3. They must look up on the Internet the meaning and the pronunciation of this words. In the Word reference: <http://www.wordreference.com/es/> and youglish <http://youglish.com/search/> web pages or they look up the vocabulary in <https://quizlet.com/216410110/key-word-of-the-cnidarians-video-flash-cards/>
4. After they must do some activities for long-term memory of the vocabulary, like **matching, crossword, retrieval, use or lose, classify**.
5. They must watch the video once https://youtu.be/6VAp7DHut_E. **Answer a Question**
6. They read the script with the vocabulary and they must find the meaning of the vocabulary in the context. **Do a list** of the key words and translate them.
7. They must watch the video twice or more and do the **final worksheet**.

Cnidarian Body Plan

- Relatively simple diploblastic (two germ layers), radial body plan
- Basic body plan of a cnidarian is a sac with a central digestive compartment, the gastrovascular cavity
- A single opening functions as both mouth and anus
- There are two variations on this body plan
 - The sessile polyp and the floating medusa



TECHNIQUES FOR LEARNING VOCABULARY: CLASSIFYING

1. We give a worksheet with key vocabulary
2. They have to classify into noun, adjective and verb

KEY VOCABULARY

ANEMONE= anémona

CNIDARIANS = Cnidarios

SEA FLOOR= fondo del mar

A TURNING POINT = punto decisivo

TENTACLES= tentáculos

MOUTH= boca

STOMACH= estómago

ANIMAL KINGDOM= reino animal

MUSCLES= músculos

NERVES= nervios

TO TRIGGER = desencadenar

SNAGGING FOOD = comida que se engancha

INHERITANCE = herencia

PREDATOR = depredador

CNEMATOCYSTS= cnematocistos

PARALYSING TOXIN = toxina paralizante

WEAPONS = armas

TIDEPOOL= charca de marea

TO DEPLOY= desplegar

TO STRIKE= atacar

TO RETREAT= retirarse

POLYP= pólipo

CORAL REEF = arrecife de coral

TO ANCHOR= anclarse

SEASTAR= estrella de mar

PREY= presa

STUNNING = impresionante

MANOEUVRE = maniobra

TO SWIM AWAY= huir nadando

TO EVOLVE= evolucionar

GHOST-LIKE= parece un fantasma

JELLY FISH= medusa

TO TRAWL= rastrear

TO THRIVE= prosperar

ASTOUNDING CREATURE= criatura asombrosa

STALK= pedúnculo

TO DETACH FROM = separarse de

ATTACKER = agresor

OTHER-WORLDLY= de otro mundo

PIONNER= pionero

MOTION = movimiento

TECHNIQUES FOR LEARNING VOCABULARY: CLASSIFYING

NOUN	NOUN	ghost-like
anemone	polyp	astounding
Cnidarians	coral reef	other-worldly
seafloor	sea star	
point	prey	VERB
tentacles	manoeuvre	to trigger
mouth	jelly-fish	to deploy
stomach	creature	to strike
kingdom	attacker	to retreat
muscles	pioneer	to anchor
nerves	motion	to swim away
inheritance	stalk	to evolve
predator		to trawl
cnematocysts	ADJECTIVE	to thrive
toxin	turning	to detach from
weapons	paralysing	to snag
tide pool	stunning	

TECHNIQUES FOR LEARNING VOCABULARY

Helping long-term memory: USE OR LOSE- MATCHING

Match the words from the previous activity with the definitions.

Polyps and jelly fishes

Paralyse the prey

Cnematocysts

Gastrovascular cavity

Budding

Asexual reproduction .

Cavity which is its stomach.

Another name for Cnidarians.

Cells that sting when you touch them.

Feeding method used by cnidarians.

Helping long-term memory: USE OR LOSE- MATCHING

Match the words from the previous activity with the definitions.

Polyps and jelly fishes	→	Asexual reproduction .
Paralyse the prey	→	Hole which is its stomach.
Cnematocysts	→	Another name for Cnidarians.
Gastrovascular cavity	→	Cells that sting when you touch them.
Budding	→	Feeding method used by cnidarians.

Helping long-term memory: USE OR LOSE IDENTIFYING (WORD SEARCH)

Complete the crossword using the definitions and find the secret word.

	1								
2									
	3								
		4							
			5						
6									

1. It appears when the tide is falling.
2. Group of living things with the same characteristics.
3. To lose the ability to move or feel .
4. An animal that is eaten by other animals.
5. To spread out
6. Part of the body that controls the motion in animals.

Secret word: **POLYPS**

Complete the crossword using the definitions and find the secret word.

	1	T	I	D	E	P	O	O	L
2	K	I	N	G	D	O	M		
	3	P	A	R	A	L	Y	S	E
		4	P	R	E	Y			
			5	D	E	P	L	O	Y
6	N	E	R	V	E	S			

1. It appears when the tide is falling.
2. Group of living things with the same characteristics.
3. To lose the ability to move or feel.
4. An animal that is ate by other animal..
- 5..To spread out
6. Part of the body that control the motion in animals.

Secret word: **POLYPS**

Helping long-term memory: USE OR LOSE IDENTIFYING (WORD SEARCH)

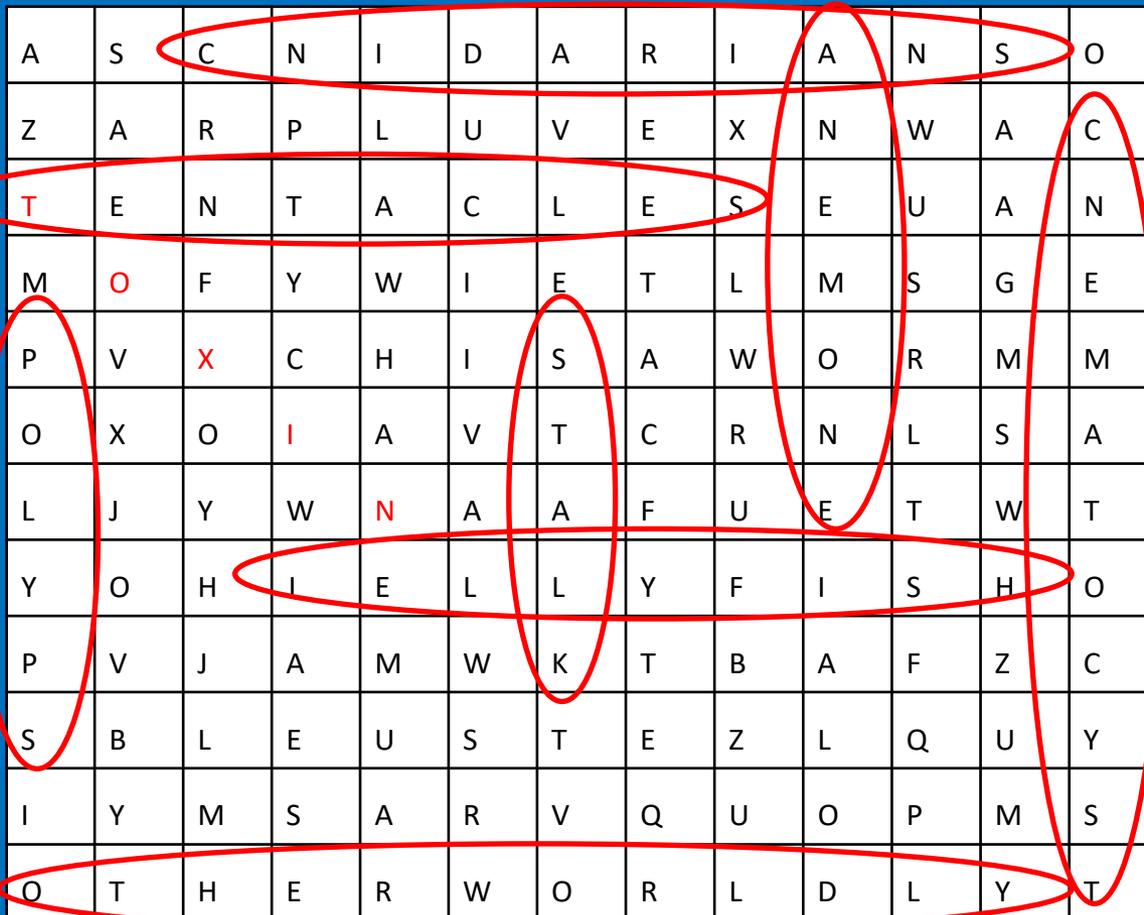
Find the following words related to Cnidarians in the wordsearch:

OTHER WORLDLY, ANEMONE, CNEMATOCYST, JELLYFISH, CNIDARIANS, POLYPS, STALK, TENTACLES and TOXIN.

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

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Helping long-term memory: RETRIEVAL

Fill in the gaps.

_____ are also known as polyps and jelly fishes. Their bodies are _____ shaped and have many cells with paralysing toxins or _____, which are used to obtain food. They feed using their _____, taking their food directly from the water.

They perform sexual reproduction by _____ fertilisation, producing larvae. They can also perform _____ reproduction by budding.

Helping long-term memory: RETRIEVAL

Fill in the gaps.

Cnidarians are also known as polyps and jelly fishes. Their bodies are sac shaped and have many cells with paralysing toxins or cnematocysts which are used to obtain food. They feed using their tentacles, taking their food directly from the water. They perform sexual reproduction by external fertilisation, producing larvae. They can also perform asexual reproduction by fragmentation.

LISTENING

The length of recording is 14 minutes.

The video is: https://youtu.be/6VAp7DHut_E

We develop the following activities:

- 1. BEFORE-LISTENING ACTIVITIES:** We do the activities related to learning key vocabulary. 2 periods.
- 2. DURING-LISTENING ACTIVITY: EXTENSIVE LEARNING:** We play the recording once . We explore the prior knowledge: What do you know about Cnidarians? Then we make a prediction: What is the video going to be about? 1 period.
- 3. DURING-LISTENING ACTIVITY: EXTENSIVE LEARNING: PRIOR KNOWLEDGE.** We play the recording twice. Note down the key vocabulary that you remember from the initial list. 1 period.
- 4. DURING-LISTENING ACTIVITIES: INTENSIVE LEARNING: ACTIVITY READ AND LISTENING.** We play the recording with the script. Students try to found the meaning of the key vocabulary in a context. We will do a segmentation in three parts of the script and will stop the video in every segment and ask questions related to Bloom´s taxonomy. 1 period.
- 5. AFTER- LISTENING ACTIVITIES.** We play again the recording, stop if someone asks and give the worksheet to the students to answer the questions in pairs. 1 period.

SEGMENTATION OF THE SCRIPT

CNIDARIANS

VÍDEO: https://youtu.be/6VAp7DHut_E

The script: Cnidarians. Life on the move

How did animal first evolve the splendid machinery from ocean? What creatures gave rise to life's glorious dance? This flower-like creature is an **anemone**, one of an ancient group of animals called **Cnidarians**. How could such simple creature have given rise to life's diverse ballet? Early naturalists wondered, were they plants, animals or something in between? Hundreds of millions of years ago, before animals swam the oceans water or scurried along the **sea floor** only one group of animals existed, they were sponges, then creatures far more complex sprang into being and change the world forever, these were the first Cnidarians. They may not look like pioneers, but Cnidarians marked a **turning point** for animal behaviour. These creatures were the first to wield sensitive **tentacles** that could actually reach out and perceive the world. More than 500 million years ago Cnidarians invented other features we take for granted today. Here was an animal with a **mouth** and connected to that mouth a **stomach** to digest food. It was a brilliant innovation that would spread throughout the **animal kingdom** but Cnidarians brought even greater inventions. These deceptively simple creatures invented movement. The very first animal movements may have looked much like these subtle stirrings. With two sets of **muscles** Cnidarians can bend in any direction. To control their muscles they rely on another Cnidarians invention, special cells, cells called **nerves**. Through a set of these nerves electrical impulses **trigger** one set of muscles to contract pushing the animal higher, by contracting, the other set of muscles the animal can flex itself into the perfect pose for **snagging food**. It looks so simple, but all creatures that crawl, soar or swim today rely on muscles and nerves. Their ancient **inheritance** from Cnidarians appearances can be deceiving creatures that look slow and simple, actually started the nimble dance of life. Cnidarians were the first active **predators** on the planet.

We apply the Bloom's taxonomy, we stop the video and work the **Understanding** of the script: **What kind of advantages have Cnidarians as animals?**

Like its ancestors this anemone may seem docile, but it has tricks for snaring fast-moving flesh. Lining its tentacles are millions of special capsules called **cnematocysts**. Inside the capsules live thread like projectiles loaded with deadly poisons. When unleashed these weapons fire with the acceleration of a rifle bullet. They pierce their target and pump it full of **paralysing toxins**. The tentacles must be touched before the **weapons** can discharge and for that the prey must come to the anemone. The goby is a swift swimmer with eyes and senses attuned to any sign of danger and a brain able to process complex signals. It seems better equipped for survival. For the goby, one unguarded moment could be fatal. Dragging the fish into its mouth the anemone devours it with tools invented by its ancient ancestors. The goby will be slowly digested, alive. For more than half a billion years Cnidarians have been honing and adapting their new cnematocysts and they've developed a stunning array of weapons, some are even laced with toxins that can be fatal to humans, but these barbed projectiles are used for more than capturing food. They are also weapons deployed against their own kind. These anemones appear to be peacefully coexisting in a **tide pool**, but trouble is brewing a struggle over a patch of rock. Splaying their tentacles the animals detect each other. Now, there's no turning back. Each animal prepares for battle inflating a series of sacs, special tools for combat. Inside each sack are hundreds of thousands of weapons, but in order to **deploy** its weapons each combatant must reach out and **strike** its enemy. Anemone battles can last for hours, even days. The fighting is brutal and can even move to death. With each strike thousands of poisonous weapons are unleashed penetrating flesh, pumping soft bodies full of toxins. As the arsenal is used up the weapon sacks are left empty and tattered. Triumphant, one anemone spreads its tentacles as though flaunting its victory. The vanquished **retreats** within itself and will eventually move away.

These tiny coral POLYPS are also Cnidarians and like their cousin they are predators dining on plankton. Instead of warring, they build working together. They create one of the greatest wonders of the natural world, a spectacle of colors and formations like no other, **coral reefs**.

We apply the Bloom's taxonomy, we stop and work the **Understanding** of the script: **What are cnematocyst? How the anemone predates a fish? Where can live anemones? Are the corals predators?**

We can **personalize**: **Do you think is a good idea to touch a Cnidarians?**

Anchored to a rock on the ocean floor, a solitary Cnidarian called *Stomphia*. It looks vulnerable, but look, can be deceiving. *Stomphia* would seem to make an easy meal for any determined predator. Today it's being stalked by a stealthy foe the **sea star** *Dermasterias*, sampling the water with its sensory tentacles. The sea star inches toward its **prey**. *Stomphia* remains unaware of the approaching danger, but when *Dermasterias* comes close enough to touch it *Stomphia* springs into action, in a **stunning** defensive **manoeuvre** *Stomphia* freeze itself from the rock and **swims away**. This is one of just a few anemones that can actually swim.

Over millions of years some Cnidarians **evolved** in a dramatically new direction. The edges of their mouth extended and they developed arm like feeding structures. Their tentacles became thin strands. Their cylindrical stalk transformed to a gelatinous bell and a familiar **ghost-like** animal took shape. With the evolution of **jellyfish** Cnidarians may well have been the first animals to swim the world's oceans, with a body plan that would endure the ages they entered watery realms across the planet. Today these ocean drifters are prolific and they come in a stunning variety of shapes and sizes. Trailing their deadly tentacles, jellyfish slowly **trawl** for prey. Scientists know that jellyfish **thrive** in the upper ocean. Apparently remarkable creatures that dominate the upper water are also abundant in the deeper reaches.

This **astounding creature** known as *Praya* is a combination of the two basic Cnidarians shapes the pulsing bell-shaped Medusa and the **stalk** like polyp with trailing tentacles spanning up to a hundred and twenty feet. *Praya* is the longest predator in the world, longer even than a blue whale. Deeper a *Colobonema*, a jellyfish with a surprising defense, when startled it **detaches** its tentacles, leaving them behind as decoys to distract would-be **attackers**. This jellyfish has never been seen before, never classified, never given a name. Its size three feet in diameter makes it larger than most other jellyfish in the world. To sum these Cnidarians appear fantastic surprising, even **otherworldly**, but in this realm they are the dominant animals.

Millions of years ago unlikely **pioneers** spark a revolution, Cnidarians, set animal life in motion. So much what we take for granted today began with Cnidarians, simple creatures that forever set into **motion**, the magnificent shape of life.

With the Bloom's taxonomy, we stop and **remember** the script: **Can you remember two facts about Stomphia?**

And finally they can **evaluate** the video: **Can you give the video a score out of 10? Why?**

THE WORKSHEET

This worksheet and the script are in other pdfs files

VIDEO WORKSHEET

Name: _____ Course: _____ Date: _____

Cnidarians. Life on the move

The video explores some of the amazing abilities Cnidarians (polyps, jellyfish, corals) have.

https://youtu.be/6VAp7DHut_E

Watch the video and answer true or false.

1. Cnidarians do not move.
2. The Cnidarians flower-like are called Anemones
3. They don't have stomach.
4. The sea star is a Cnidarian.
5. They have special cells in their tentacles.
6. All the Cnidarians are fix in the ground .
7. They don't have muscles and nerves.
8. The corals form reef.
9. Praya, a Cnidarian, is the longest predator in the world.
10. The jellyfishes have a variety of shape and size.

THANK YOU FOR YOUR
TEACHING AND TIME

VIDEO WORKSHEET

Name: _____ Course: _____ Date: _____

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Watch the video and answer **true** or **false**.

11. Cnidarians do not move. **False**
12. The Cnidarians flower-like are called Anemones. **True**
13. They don't have stomach. **False**
14. The sea star is a Cnidarian. **False**
15. They have special cells in their tentacles. **True**
16. All the Cnidarians are fix in the ground . **False**
17. They don't have muscles and nerves. **False**
18. The corals form reef. **True**
19. Praya, a Cnidarian, is the smallest predator in the world. **False**
20. The jellyfishes have a variety of shape and size. **True**

VIDEO WORKSHEET.

Name: _____ Course: _____ Date: _____

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Watch the video and answer the questions.

1. Most of the animals in this video are Cnidarians, but there are also some other invertebrates and vertebrates. Write down as many examples as you can see.

Polyps	Jellyfish	Echinoderm	Vertebrate

2. Watch the video again. Why are Cnidarians a turning point for animal behaviour?

VIDEO WORKSHEET.

Name: _____ Course: _____ Date: _____

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Polyps	Jellyfish	Echinoderm	Vertebrate
Anemone Stomphia, a solitary Cnidarian Coral	Praya Colobonema	Sea star, Dermasterias	Goby fish

4. Watch the video again. Why are Cnidarians a turning point for animal behaviour?

These creatures were the first to have sensitive tentacles, with a mouth and connected to that mouth a stomach to digest food. They invented movement. With two sets of muscles Cnidarians can bend in any direction. To control their muscles they rely on nerves. Cnidarians were the first active predators on the planet.

CNIDARIANS

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TO RETREAT= retirarse

POLYP= pólipo

CORAL REEF = arrecife de coral

TO ANCHOR= anclarse

SEASTAR= estrella de mar

PREY= presa

STUNNING = impresionante

MANOEUVRE = maniobra

TO SWIM AWAY= huir nadando

TO EVOLVE= evolucionar

GHOST-LIKE= parece un fantasma

JELLY FISH= medusa

TO TRAWL= rastrear

TO THRIVE= prosperar

ASTOUNDING CREATURE= criatura asombrosa

STALK= pedúnculo

TO DETACH from = separarse de

ATTACKER = agresor

OTHER-WORLDLY= de otro mundo

PIONNER= pionero

MOTION = movimiento

Link related to this vocabulary:

https://quizlet.com/_3kuf3y Vocabulary of the video