

# Fostering Multiple Intelligences through CLIL: A case study of private EFL lessons in Greece

*Fomentando Inteligências Múltiplas através do CLIL: um estudo de caso de aulas particulares de EFL na Grécia*

*Boulousaki Stavroula<sup>1</sup>  
Alexandra Anastasiadou<sup>2</sup>*

## ABSTRACT

The CLIL approach appears to be a promising teaching methodology offering a wide range of learning benefits extending from competence in the foreign language, knowledge around an area of the curriculum, instances of authentic communication to lifelong skills development including advancement of critical thinking. The Multiple Intelligences (MIs) (Gardner, 1983,1993) theory can lay the foundations for creative tasks providing stimuli for young learners (YLS) to develop various types of intelligence and learning strategies. The aim of this study is to examine the combination of the two teaching methods. After conducting needs analysis, CLIL lessons were designed and delivered to a class and a post-questionnaire investigated their impact on the development of the different frames of mind of YLS. The results put forward that students' skills, Multiple Intelligences, confidence and learning autonomy are enhanced.

**Keywords:** CLIL, Multiple Intelligences, Young English as Foreign Language (EFL) Learners.

## RESUMO

A abordagem CLIL parece ser uma metodologia de ensino promissora, oferecendo uma ampla gama de benefícios de aprendizagem que vão desde a competência na língua estrangeira, conhecimento em uma área do currículo, instâncias de comunicação autêntica até o desenvolvimento de habilidades ao longo da vida, incluindo o avanço do pensamento crítico. A teoria das Inteligências Múltiplas (IMs) (Gardner, 1983,1993) pode lançar as bases para tarefas criativas fornecendo estímulos para jovens aprendizes (YLS) desenvolverem vários tipos de inteligência e estratégias de aprendizagem. O objetivo deste estudo é examinar a combinação dos dois métodos de ensino. Após a análise das necessidades, as aulas CLIL foram concebidas e entregues a uma turma e um questionário investigou o seu impacto no desenvolvimento dos diferentes estados de espírito dos YLS. Os resultados apontam que as habilidades dos alunos, Inteligências Múltiplas, confiança e autonomia de aprendizagem são aprimoradas.

**Palavras-chave:** CLIL, Inteligências Múltiplas, Jovens Aprendizes de Inglês como Língua Estrangeira (EFL).

<sup>1</sup> M. Ed in TESOL, teacher of English, Greece. E-mail: stav.blsk@gmail.com

<sup>2</sup> Doctor. Tutor at the Hellenic Open University, Greece. Email: alexanastasiadou@yahoo.gr

## Introduction

### *Presentation of the CLIL paradigm*

English is the ‘lingua franca’ (Sifakis, 2007) of our era used to facilitate the world of business and our multicultural society, therefore its teaching is crucial (Nunan, 2003). One of the most innovative approaches in English and content based teaching is the CLIL approach (Lagabaster, 2009). At the same time it has been acknowledged that learners are endowed with more than one type of intelligence which constitutes a principle that can be used to enhance the learning of Foreign/Second language (Gardner, 1983, 1993).

Content and Language Integrated Learning (CLIL) has a twofold focus on both constructing knowledge around a subject and promoting skills and competences in the foreign language (Mehisto et al., 2008 in Dalton-Puffer, 2011) and has been adopted as an approach in which the content of a subject is taught through the medium of a non-native language (Dalton-Puffer, 2011). CLIL’s popularity is gathering momentum as it favors lingua francas and the communication of ideas is facilitated in the global society (Bentley, 2010). Furthermore, thinking skills, as well as authentic communication are developed (Pavlou and Ioannou, 2008). CLIL is viewed as a type of bilingual education with a foreign language, usually English, being used, and the teaching lessons integrate any content subject. As a consequence, it is meant as a supplement to foreign language learning, with the content being constructed (Wolff, 2006 in Coyle et al, 2009) and the language used to learn and be developed simultaneously (Coyle, 2008).

Marsh and Frigols (1997) view CLIL as a means to a more communicative, learner-centred classroom. Its ideology is tightly connected with cross-curricularity (Marsh, 2002, in Anastasiadou – Iliopoulou, 2017 b) and it also fosters information processing and problem solving skills (Andria, 2016), as learners are required to develop knowledge and skills and synthesize them employing their critical thinking reasoning. The idea of cross-curricularity also complies with the Integrated Foreign Languages Curriculum (2016) which is in effect in Greece. As CLIL paves the way to use the foreign language in order to acquire new content knowledge, which can also involve cross-cultural understanding, students’ motivation increases (Coyle et al. 2009), since they have to use critical thinking, communication and collaboration (Andria, 2016). Coyle (2008) pinpoints the four principles of CLIL: content, cognition, communication and culture.

The theoretical assumptions of CLIL (Paschalidou, 2018) comply with communicative language learning and its context is similar to a naturalistic, authentic one, thus enhancing incidental learning, which as Krashen (1982) corroborated in his Acquisition-learning theory, can yield better results. Moreover, as the input in CLIL lessons is quite advanced, due to the fact that it is related to content it is also in line with another Krashen’s (1982, 2009) theory, that is the Comprehensible input

hypothesis, according to which learning occurs with input slightly above learner's level (i+1). On top of these theories, the collaborative framework boosts learners' productive skills (Mehisto et al., 2008), since in reference to Swain's (2000) Output hypothesis in cases when learners are encouraged to present output, their thinking processes become intense, contributing to effective learning. Also, in CLIL settings, there is an intercourse which, in accordance to Long's (1996) Interaction hypothesis is likely to promote learning, as it embeds processes of decoding meaning through linguistic means and meaning negotiation. Finally, other theories that account for the efficacy of CLIL (Coyle, 2007) are the sociocultural theories of Vygotsky and Lantolf (Lantolf & Appel, 1994). Consequently, CLIL should be viewed holistically (Paschalidou, 2018) and can be included in Van Lier's Ecology of language learning (Van Lier, 2010), according to whom language learning is interrelated to learners, the environment and their educational context.

### ***Presentation of the Multiple Intelligences theory***

Having presented CLIL, this section will revolve around Multiple Intelligences, since the aim of the present paper is to investigate whether MIs can be promoted in the CLIL framework. Taking into account that intelligence does not constitute a single entity but involves several types, Gardner (1983, 1993) introduced his theory on MIs. In essence, intelligences are considered as a group of capacities assisting the learner to give a solution to a problem (Mylona, 2011). Eight types can be recognized, including the linguistic, the logicomathematical, the visual-spatial, the bodily-kinesthetic, the musical, the naturalistic, the interpersonal and the intrapersonal. Gardner's (ibid) theory has contributed to more communicative tasks, providing opportunities to learners to develop their intelligences. In fact, Armstrong (2000) outlined four principles; firstly, all learners possess all eight kinds of intelligences at diverse degrees; secondly, most people can acquire competency at any kind of intelligence; thirdly, intelligences can collaborate in various ways; fourth, there is not only one way that someone can prove intelligent within a certain type.

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### **Literature Review**

#### ***Research on CLIL***

The value of the CLIL approach in the second/foreign language teaching has been widely acknowledged by scholars and studies (Anastasiadou & Iliopoulou, 2017a; Lagabaster & Sierra, 2009; Van de Craen and Surmont, 2017; Baxevani, 2012; Della, 2012; Korosidou & Griva, 2014; Griva & Chostelidou, 2017; Kosma & Zafeiriades, 2017; Emmanouilidou & Laskaridou, 2017; Chasioga, 2017; Dourda, Bratitsis, Griva & Papadopoulou, 2014; Baltsavia, 2014; Vourdanou, 2017; de Zarobe & Lagabaster, 2010). The Eurydice survey (2006) recognizes the significance of

communicational focus, the enhancement of thinking skills, learning strategies and learner autonomy. Bailey (2015) acknowledges the advantages of CLIL in that students were exposed to the target language (TL) without allotting additional time. Having adapted the educational materials, employed the task-based approach and induced collaboration, CLIL engaged students of mixed TL competences. Learner motivation is another benefit, as the L2 constitutes a means for concept process and communication (Marsh, Marsland and Stenberg, 2001). Coyle et al. (2010) support that higher-order thinking skills play a pivotal role in CLIL, as they are used to build knowledge and solve problems. When individuals make deductions in the TL, they tend to think in a more flexible and skillful way in the TL and become a well-rounded person (Marsh, 2009; Moate, 2010). Another benefit is that CLIL contributes to “interthinking” (Mercer & Littleton, 2007), incorporating, therefore, a sociocultural aspect and rendering socially aware citizens. CLIL can provide the stimuli for exploration, reflection and airing opinions on contemporary matters and students can deal with topics that may originate from their interests and world knowledge, enhancing in this way a range of learning styles and MIS (Vlachos, 2009; Gardner, 1983, 1993).

As far as young learners are concerned, motivation comprises a prerequisite of their learning as it is linked with their feelings. Since CLIL positively influences motivation, this approach can boost their affective components, such as confidence, self-esteem and joy and lower deterring elements, such as inhibition and anxiety. This is verified by Lasagabaster (2009) who claimed that if the language is not the goal itself, but the means for communication and knowledge acquisition, motivation is maximized while anxiety is minimised; this is also reinforced by the instances for authentic communication that CLIL provides. Maintaining the YLs’ motivation (Dornyei, 2001) is essential as it increases self-confidence because they are assisted to find the solution to a realistic problem.

### ***Studies on MIs***

Studies have been conducted revolving around the assessment of MIs (Gardner, 1999; Chen & Gardner, 1997), the efficiency of the theory within various educational settings (Kornhaber, Fierros & Veenema, 2004) or the way it can be capitalized on (Dias Ward & Dias, 2004; Nolen, 2003; Hickey, 2004; Hoerr, 1992, 1994, 2004; Wagmeister & Shifrin, 2000) with the findings pinpointing to augmented performance (Ozdemir, G˘uneysu, & Tekkaya, 2006) retention of knowledge and enhancement of intrinsic motivation, self-esteem and responsibility (Teele, 1996).

The profits of the MIs theory to EFL teaching range to a wide degree. Firstly, given that lots of skills and subjects re taught, the focus of teaching mirrors a more individualised and child-centered context (Tsuda, 2008). Secondly, aspects of language, such as vocabulary acquisition can be eased (Zarei & Afshar, 2014). Moreover, activities involving a variety of intelligences can promote learners’ holistic

development and identification of their strengths and weaknesses (Gangi, 2011). Especially, MIs' effect on the development of YLs can result in the formation of 'crystallizing' experiences which can aid the flourishing of the children's inclinations (Walters & Gardner, 1986 in Armstrong, 2000).

### ***Connecting CLIL to Multiple Intelligences***

Taking into account the above benefits of CLIL to teaching and learning, which comprise combined content and foreign language along with self-awareness and motivation (Dornyei, 2001), as well as the further amelioration of self-image, engagement in tasks requiring interpersonal and intrapersonal skills, implementation of abstract reasoning and acceptance of diversity (Anastasiadou & Iliopoulou, 2017), the present study focuses on the interrelation of the two approaches and the extent to which they can reinforce learning.

### **Research Methodology**

#### ***The research questions***

Taking into account the advantages of employing CLIL and MIs to EFL teaching especially in the YLs' EFL and their contribution not only TL knowledge, but also to learners' motivation and development of skills and strategies, aiding them, at the same time, to assume responsibility of their own learning, the following questions were articulated:

1. Is this combination of MIS and CLIL able to promote skills development?
2. To what extent is YLs' motivation to learn the TL increased by adopting the CLIL into the lessons?
3. Does CLIL promote MIs?
4. Are the tasks designed on MIs' principles effective in augmenting students' learning autonomy?

#### ***The methodology***

For the purpose of the study, an intervention was attempted in a private language school in Greece with students who have been learning English as a Foreign Language. The researchers' taught and monitored the procedure. A pre-questionnaire was distributed to the learners with the aim of tracing YLs' stances towards CLIL as well as their interests, wants and preferences. Seven Geography lessons were designed for the intervention. After that, a post-questionnaire was distributed to identify any changes in the participants' attitudes or lack thereof.

## Participants

The classroom consisted of 13 Greek students, approximately 11-12 years old, attending the sixth year in the primary school of a town in Northern Greece who had been learning the English language for five years whose level of competence equaled to B1 (Council of Europe, 2018).

## *The Research Tools*

### The pre-questionnaire

The reason behind the choice of the questionnaire as a tool was mainly due to the convenience it offers to gather, process and analyze data, as well as ensuring reliability through anonymity (Richards, 2001).

Two parts can be discerned; the first targeted to explore students' opinions about CLIL and their needs, while the second investigated their degree of MIs development. In the former part they had to select the relevant emoticon which represented their option among three possible ones and respond to their familiarization with CLIL or lack thereof. Furthermore, they were asked whether these lessons seem more difficult or challenging and if they believe they will improve in any of the TL areas. The second part presents competences relating to the eight intelligences and once again students chose the emoticon which signified the current level of their intelligence.

### The designed lessons

Seven lessons were designed in line with the content of the subject of Geography "I Learn about the Earth" (Koutsopoulos et al., 2019) taught in the 6<sup>th</sup> grade of Greek primary schools. The activities aimed at stimulating all the eight intelligences and engaging all the students. Moreover, the ICT technologies were exploited as a source of information and access to media was extensively used to maximise authentic language input and elicit output, increase learners' motivation and initiate communication and collaboration.

An example of the worksheets designed for the lesson is provided (Appendix I), in which the first and the third task employ the WorldWide Web for the students to retrieve information. In addition, the first task stimulates their musical and linguistic intelligence and develops their cognition as it needs activates knowledge from a song. The second activity initiates their critical ability based on visual stimuli and the third one requires them to synthesize a final product using the information they found online by employing their visual-spatial intelligence.

## The post questionnaire

The post questionnaire was administered to students with the aim of identifying their attitudes concerning the lessons and the MIs. The first part inquired the level of difficulty of the lessons, the interest and students' motivation along with the effect on the areas and skills of the TL and the use of learning strategies. The second part centred on the degree to which the eight intelligences were fended for during the lessons so as to compare the results of the post questionnaire to those of the pre-questionnaire.

### Presentation and discussion of results

In this section, the results will be presented and analysed and an attempt will be made to trace whether the research questions were verified or not.

To begin with, in the question regarding the lessons' difficulty a considerable amount of the students (61%) gave a negative response but a smaller (31%) attested some level of difficulty (Figure 1). The majority of the class (85%) claimed that they found the lessons interesting with none (0%) reporting they were not interesting at all (Figure 2).

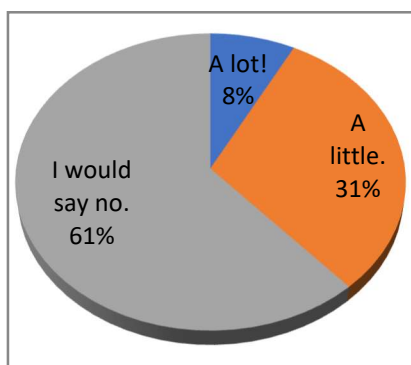


Figure 1: Did you find the lessons difficult?

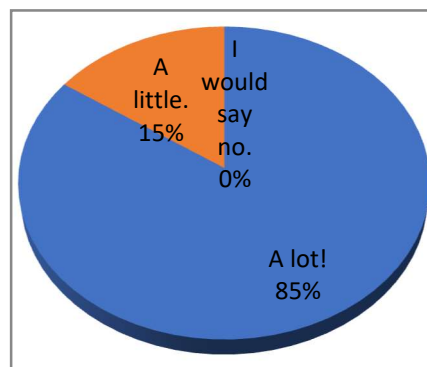


Figure 2: Did you find the lessons interesting?

Concerning the development of skills (Figure 3), the whole class (100%) observed an enhancement of the speaking skill, almost all of them (92%) noticed an improvement of the vocabulary and most of them (85%) admitted that the writing skill was promoted. A little improvement was reported by a lot of students (77%) in the reading skill and more than half of them (61%) in the listening. Moreover, a big amount of the class (69%) believed that grammar was not affected at all by the lessons.



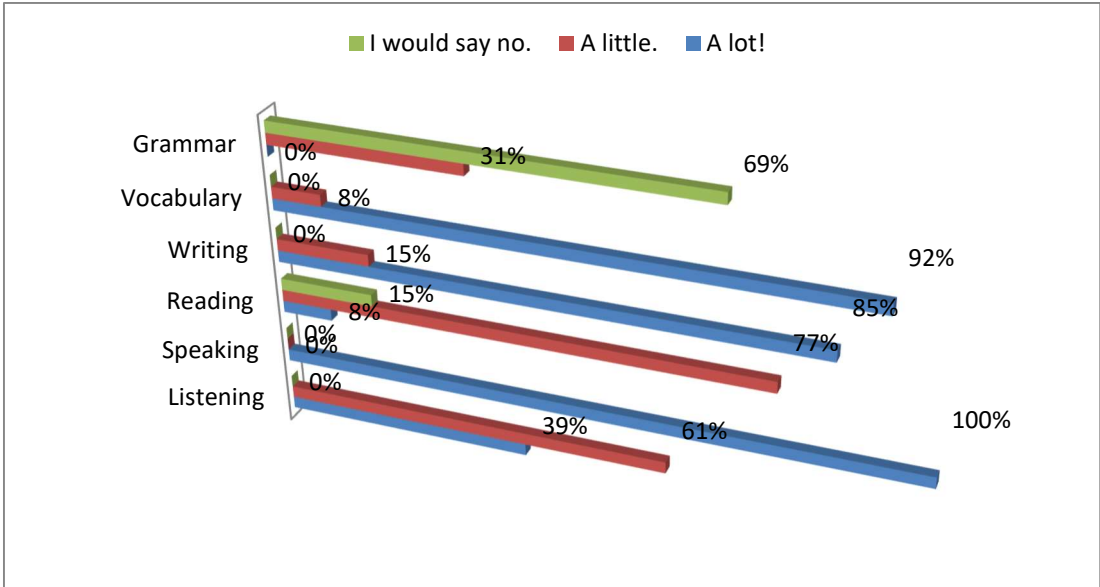


Figure 3: Do you think the lessons helped you become better at any of the following?

Concerning the learners’ motivation to learn the TL, the overwhelming majority (92%) gave a positive answer to the question if they considered themselves more competent at English (Figure 4).

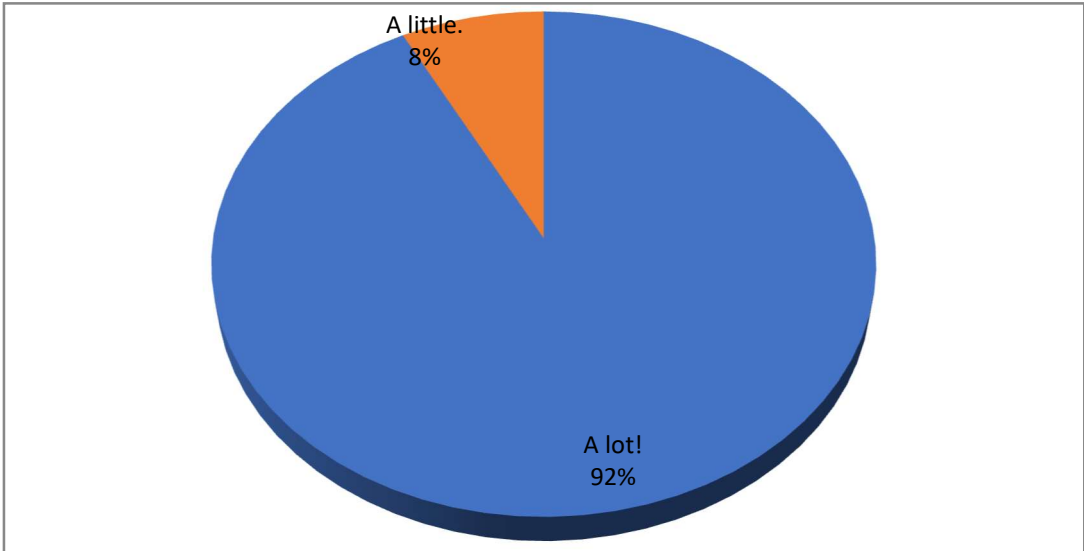


Figure 4: Do you believe that the lessons made you better at English?

The students were favourably disposed, when inquired about their participation during the CLIL lessons, with almost half of them (39%) acknowledging a high improvement while more respondents (46%) discerned a little difference before and after the intervention (Figure 5).



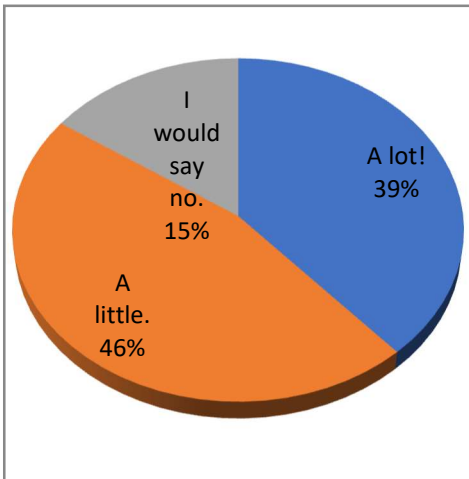


Figure 5: Did you participate in the lesson more than previously?

In relation to learner autonomy, a significant amount (85%) seemed capable of using learning strategies that were employed in the CLIL lessons (Figure 6).

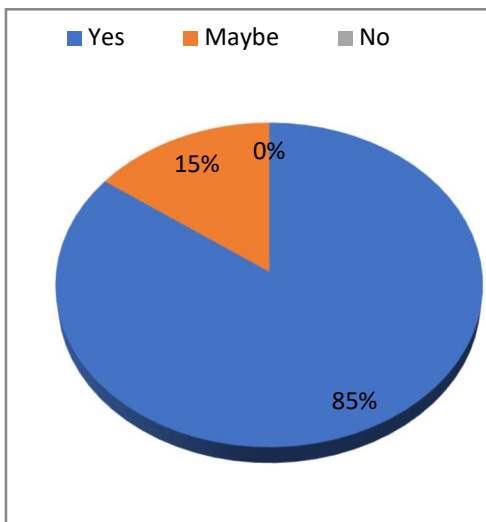


Figure 6: I can use in the future some of the learning strategies we used in the lessons to help me with my learning (i.e. use of the Internet, keeping a diary, asking questions, working with classmates to find solutions, offer my help, self-correction, expressing myself)

The lessons obviously had an impact on a gamut of MIs. The linguistic intelligence seemed adequately increased when comparing the results of the pre- and post- questionnaire (Figures 7 and 8). What were mostly prioritised were the acquisition of new vocabulary by the overwhelming majority (100%) and the skill of writing (92% in the post- compared to a meagre 31% in the pre-questionnaire).

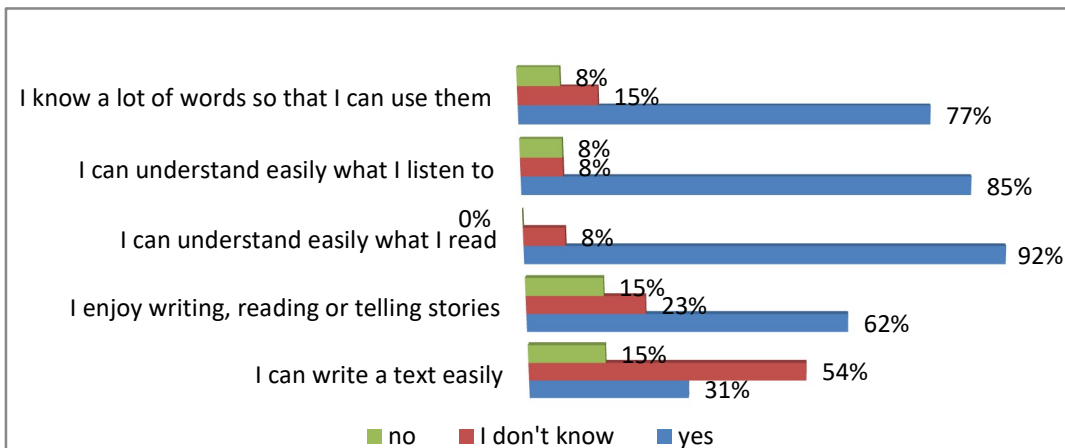


Figure 7: Linguistic intelligence/Pre-questionnaire

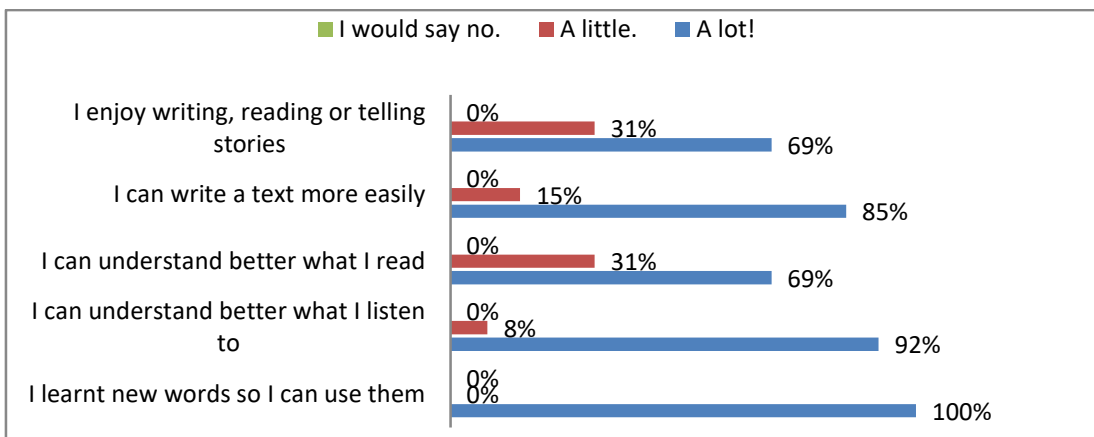


Figure 8: Linguistic intelligence/Post-questionnaire

The visual-spatial one was also developed (Figures 9 and 10). The whole class (100%) disposed a positive attitude towards the strategy of connecting new words to pictures (whereas the percentage was 54% in the pre-) and a vast majority learnt to read maps easily (92% afterwards and 62% before), as well as the same percentage (92% contrary to an original 62%) enjoyed making crafts.

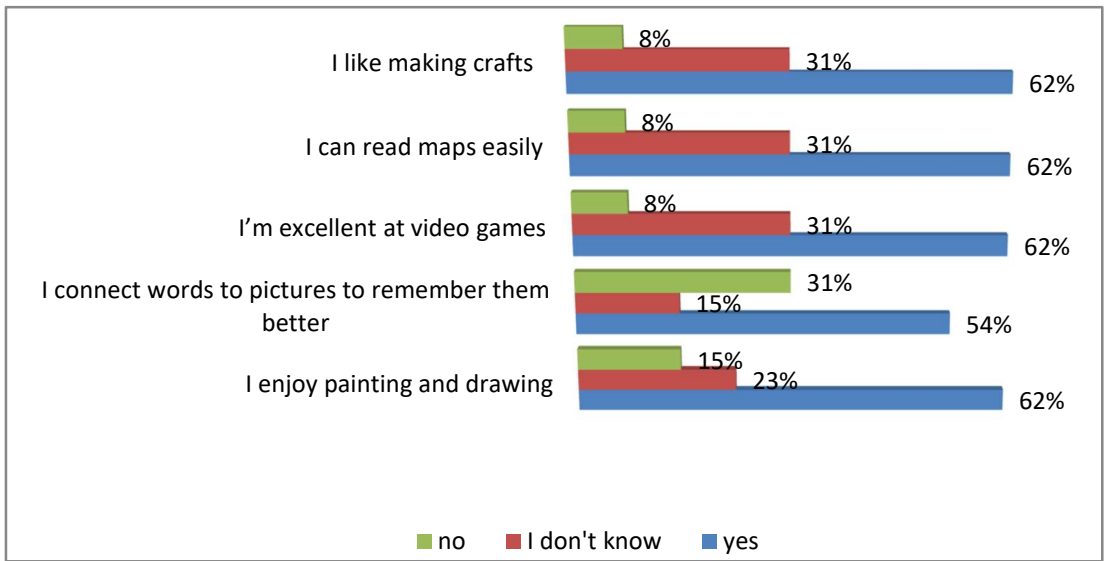


Figure 9: Visual-spatial intelligence/Pre-questionnaire

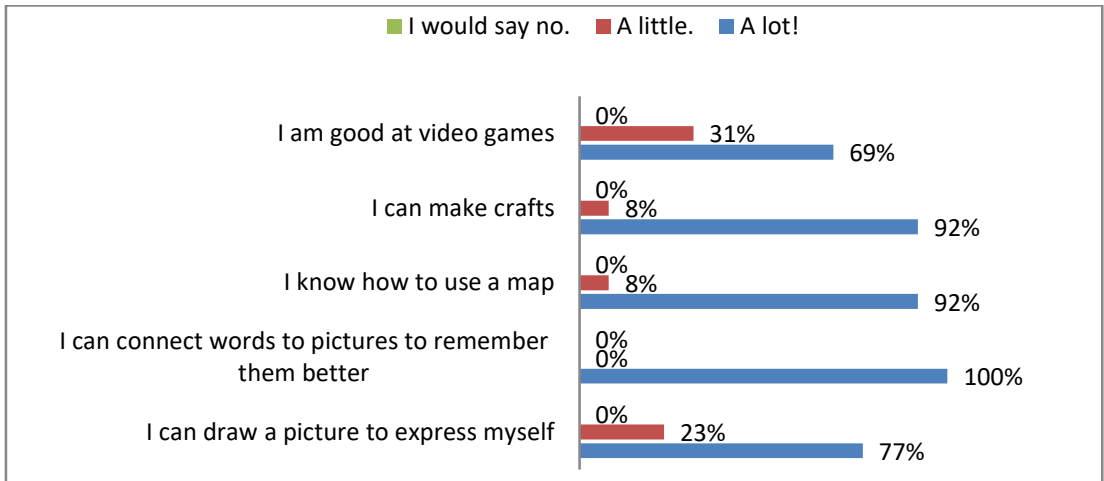


Figure 10: Visual-spatial intelligence/Post-questionnaire

The naturalistic intelligence was highly endorsed throughout the lessons by the totality of the class (Figures 11 and 12). All students were fond of learning outside the classroom and of field trips (100% comparing to the initial 92%), most of them found learning by examining things in nature facilitating (92% in the post- opposed to a 85% in the pre-) and finally, a high percentage (92% contrary to the initial 77%) expressed sensitivity towards the environment.

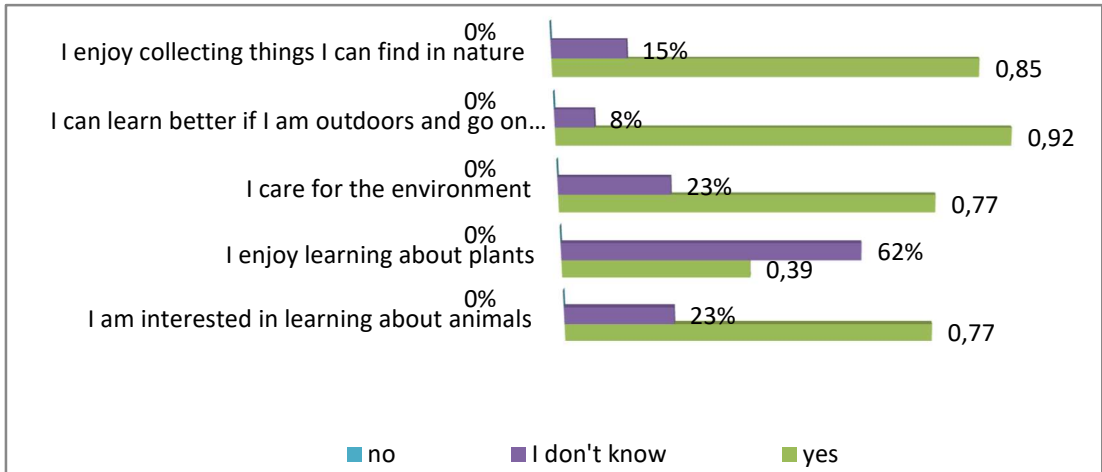


Figure 11: Naturalistic intelligence/Pre-questionnaire

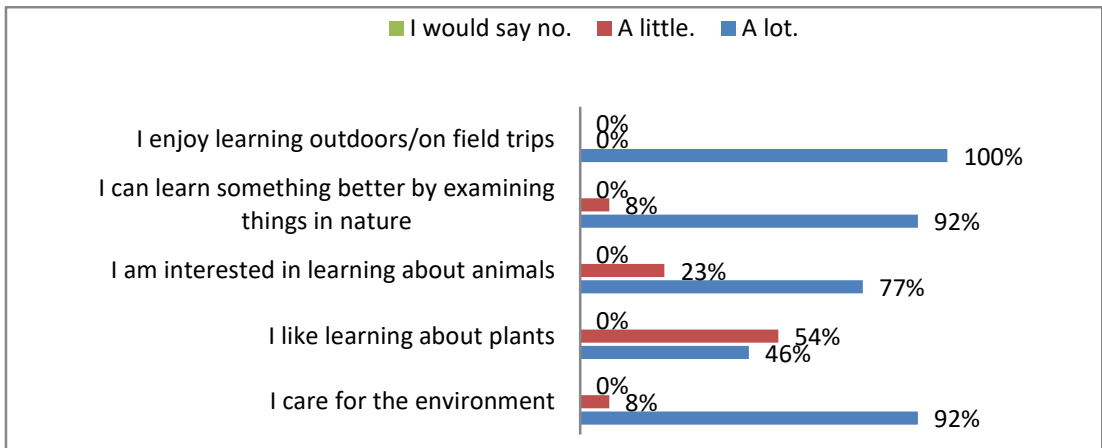


Figure 12: Naturalistic/Post-questionnaire

Learners' intrapersonal intelligence was boosted (Figures 13 and 14). They developed their ability to express thoughts (54% at first, becoming a 77% later), they managed to write down their thoughts on a diary (the initial 39% who responded negatively decreased to 23%) and finally, individual work was opted for by more than half of them (61% which amount was a 39% at the beginning).

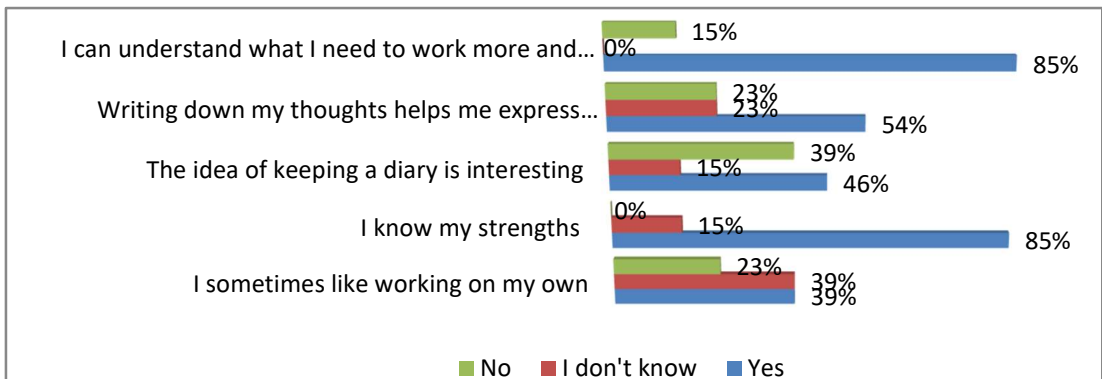


Figure 13: Intrapersonal intelligence/Pre-questionnaire

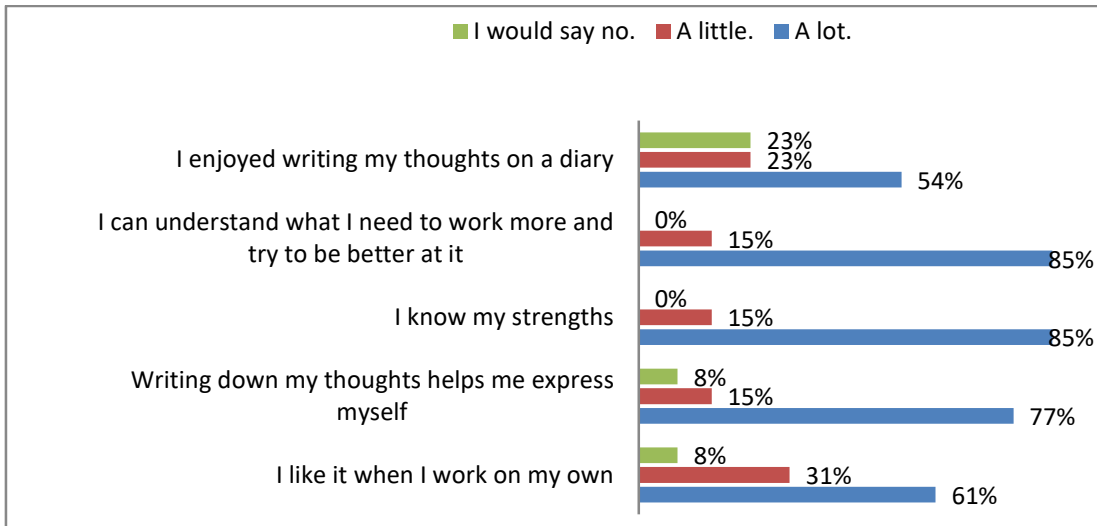


Figure 14: Intrapersonal Intelligence/Post-questionnaire

Finally, the interpersonal intelligence displayed the highest differentiation soaring to almost all students (100% and 92%) (Graphs 15 and 16). The whole class (100%) recognized that learning can occur through communication (the amount was a mere 77% in the pre-), manifested ability to assist their classmates (the initial 77% became 100% in the post-) and the majority expressed ability to collaborate with their classmates (92% in the post-, while this was an 85% in the pre-).

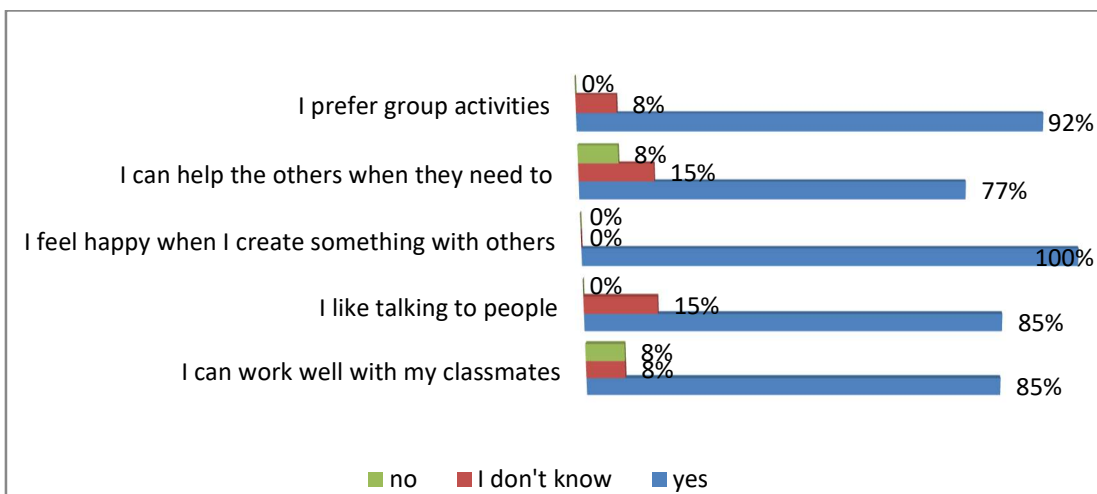


Figure 15: Interpersonal intelligence/Pre-questionnaire

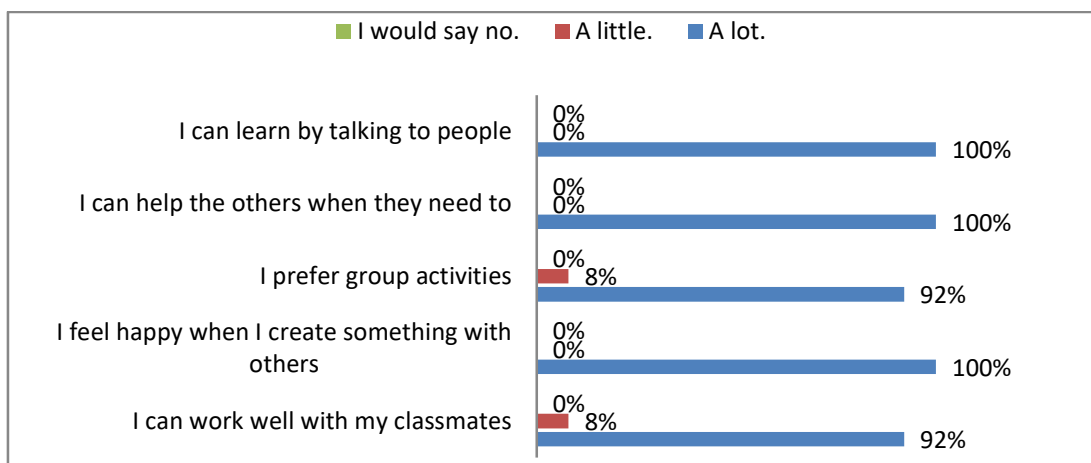


Figure 16: Interpersonal intelligence/Post-questionnaire

### Revisiting the research questions

Overall, the MIs seem to have been enhanced, with the naturalistic being accentuated, as it was observed in Anastasiadou & Iliopoulou (2017a), as well as the intrapersonal one (reported in Chatzi, 2018). Also, the findings comply with those of Anagnostou, Griva & Kasvikis (2015), suggesting that CLIL can improve communication and collaboration skills.

The results in Figures 1 and 2 verify the first question about the efficiency of the two teaching approaches, as a big percentage of YLs (85%) found the lessons interesting and a considerable amount (61%) was not discouraged by the level of difficulty. The skills of speaking, writing vocabulary repertoire. This finding is also in line with Van de Craen and Surmon (2017), who noticed the contribution of CLIL to implicit learning.

Figure 4 displayed that the lessons managed to raise learners' interest, specifically concerning the 85% of the population, in the teaching process and hence, they were motivated to improve their learning and performance in the TL and participate more in the teaching process. Practicing various intelligences, like the kinesthetic or the naturalistic, has as a positive impact on learners' psychology and motivation and lowers their affective filter (Krashen, 1985) resulting in more effective learning. Therefore, the third question was substantiated.

Figure 5 depicts the increase in learners' participation. According to Marsh (2009), CLIL is able to accommodate an attitude which attributes to students a sense of achievement towards learning foreign languages. This satisfaction offers not only a collaborative and friendly environment but also fosters learners' self-awareness. Finally, Figure 6 indicates students' eagerness to continue employing learning strategies in the future and the observation list confirms that they used them sufficiently. The use of MIs can equip learners with practices that aid learning. By providing stimuli, students can trace their own learning style and monitor their learning process. These strategies can take the form of note-taking, using the web to retrieve

information, break down this information and use their critical skills to reach plausible conclusions. This is in accordance with Chamot and O' Malley's (1994) claim that learning strategies are the foundation for language learning and these may lead to communicative competence and learning independence. In this vein, the fourth research question was verified.

## Discussion

The results of the present study concur with those referred to earlier sections of the article. First of all, teaching content, which can take the form of a subject of the curriculum, is likely to augment learners' motivation (Coyle et al. 2009).

Secondly, conducting needs analysis helps in identifying the learners' needs and interests, something that can lead to designing tasks providing stimuli for all types of MIs. In this way, YLs can be activated in the procedure and challenge their abilities (Dornyei, 2001). Instructors therefore should provide as many stimuli as they can to nurture students' intelligences and skills. Teachers are advised to capitalize on methods that include all YLs' preferences and interests (Lambert, 2003), as this leads to a more individualised instruction, engaging, in this way, all the learners in the teaching process.

Thirdly, the merge of the two methods can prove a fertile ground for employing ICT technologies as a source of information and input and this may render the communication between the students authentic and realistic which contributes to effective learning (Lasagabaster, 2009).

Moreover, various learning strategies are adequately practiced and improved. CLIL and MIs constitute a suitable framework for the teachers to introduce techniques that aid learners in the learning process. Through the offered stimuli, students can put under the lens which methods can be more suitable for them and enhance their learning autonomy as well as apply their thinking skills in an effort to construct knowledge (Coyle et al. 2010).

Last but not least, translated in the classroom environment the combination of the two methods can render the teaching context a more learner-centred one. Learners gain a more well-rounded education, developing their critical skills and self-evaluation, and finally manage to analyse information and synthesise their own conclusions. They also become more self-conscious in relation to their learning, recognise their good points and shortcomings and are empowered to adopt strategies and techniques that maximise their learning, such as the use of online sources. Finally, they gain valuable life-long skills like that of collaboration and problem solving.

## Limitations of the research

There are some aspects of the study that might be considered as limitations. Firstly, the sample of the 13 students constitutes rather a small one and the span of 2



months' intervention may be viewed as a short one. Furthermore, the evaluation of the use of learning strategies was based only on students' answers and there was no further assessment. A last thing is the shortage of equipment, as there was only a laptop for use and a projector. More equipment could offer more opportunities for inclusion of ICT skills and team work.

### **Recommendations for further research**

Conducting the study in a bigger population could yield a wider range of results which can be more representative and thus reliable. Moreover, a more longitudinal research would provide sufficient time for students to unravel their inclinations and aptitudes. Delivering lessons at least for one year could be enough for them to overcome any difficulties they may face and improve their competences. Another recommendation is for the study to be held in a state school, as this would permit the cooperation of the content teacher and the TL teacher to design the lessons together and join their expertise for more effective results. Last but not least, the long-term study could examine the application of learning strategies and abilities which the students made use of during the lessons. This could provide valuable data for the success of the integration of the CLIL approach and the MIs theory and their contribution to learner autonomy.

### **Conclusion**

The advantages of CLIL compared to conventional teaching methods are enhancing students' confidence towards TL, fostering learning strategies and thinking skills, creating authentic situations for communication, TL proficiency and knowledge around a subject of the curriculum as well as introducing an appropriate framework to nurture MIs. In this way, learners can augment their learning autonomy and independence, as they can identify their learning style and acquire necessary skills for the 21<sup>st</sup> century like critical thinking, collaboration and ICT.

This supposition is proved correct by the current study despite the fact that it was conducted with a small sample of the YLs in private education. The students attended 7 lessons of a subject of their choice in the TL and the results were rated as favourable. The specific study illustrated that the two teaching methods of CLIL and MIs can be integrated but further long-term studies could cross-check the observations concerning YLs' attitudes towards TL learning and their provision of learning strategies for lifelong learning.

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## Appendix I

### Lesson 4 – Worksheet

#### The Countries and Citizens of Europe

1. Let's play a game! Watch the video and try to memorise the European countries. Then, in 2' write down as many European countries as you can remember. Then listen to the song “The Countries of the World Song – Europe” (at [https://www.youtube.com/watch?v=zOti8U\\_-BNM](https://www.youtube.com/watch?v=zOti8U_-BNM)) and check out which you found and which you did not.
2. Europe is often called as the “old continent”. Why is that? Write your thoughts.

Look at some first human findings in Europe. What can you see?



Paleolithic cave painting of bison (replica) from the Altamira cave, Cantabria, Spain, painted c. 20,000 years ago,  
Quine, T. (n.d.)- Cave paintings, CC BY-SA 2.0,

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A fragment of skull belonging to *Ouranopithecus macedoniensis*, a hominid found in Europe in the Late Miocene.

By 120 (n.d.). Own work, CC BY 2.5,

<https://commons.wikimedia.org/w/index.php?curid=1959749>

3. Now play a game with the European capitals at <https://online.seterra.com/en/vgp/3051>. Then using the blank map of Europe divide Europe in its four parts (Scandinavia, North-Central, East and South). Write the capitals (you can check <https://www.google.com/maps/d/viewer?ie=UTF8&hl=en&msa=0&ll=44.61393472504661%2C13.293456781250029&spn=52.145007%2C96.855469&z=5&source=embed&mid=17gZH1OzcVRfaaaB0bhbJeLjNr14>) and draw the flags (you can click on <https://www.countries-ofthe-world.com/flags-of-europe.html>).

