CLIL-ACTIVITIES

Content and Language Integrated Learning

PLANNING THE CLIL CURRICULUM (1)

Planning the CLIL curriculum	
Stage One: **Guiding principles** **Looking at Learning** **Ethos**	• Decide what **YOU** mean by CLIL in your own context/school/class • Discuss these with other colleagues in your own department and in other departments • Discuss guiding principles for learning, e.g. implications for group work, independent learning, whole class teaching • Define aims and objectives of CLIL teaching programme as well as learning outcomes as they fit in with the whole school vision
Stage Two: **Analysing the Teaching Curriculum** **Overview planning for the topic/theme/ Module**	Starting to use the **4Cs Planning Tool** for the Topic/Module • Carry out curriculum subject audit, i.e. identify the content knowledge, skills and understanding to be taught in the topic/theme/module • Carry out a thinking skills or cognitive processing analysis, i.e. relate the content defined in 1 to thinking skills • Consider the culture/citizenship implications • Identify the linguistic elements to carry out 1, 2 and 3 • Create a schema or wall chart (with 4 columns – content; cognition-thinking skills; citizenship – leave the final column blank at the moment) showing interrelationship and interconnectedness of 1, 2, and 3 • Now fill in the final column. Identify the communication (language) needed to carry out the above by the learners • You can use this 4Cs document as self evaluation
Stage Three: **Preparing the Learning Context**	Using CLIL tools: **3As** for detailed lessons planning. **The Matrix** for task and materials design • Use schema above to define tasks • Identify appropriate related teaching strategies – how to support learners • Identify appropriate related learning strategies – how learners can learn to support their own learning • Ensure teaching objectives and learning outcomes are clear and achievable AND that tasks are sequenced to build in progression. Such as: 'By the end of the year/term/week/series of lessons I want my learners to …' • Prepare appropriate materials – with special attention to those incorporating learning strategies and pedagogical scaffolding • Use matrix or similar to analyse the teaching materials and/or tasks

PLANNING THE CLIL CURRICULUM (2)

Stage Four: **Monitoring Progress**	Monitoring the programme: **LOCIT** • Collaboration with other teachers, e.g. observing each others' lessons and analysing according to negotiated criteria, e.g. record and transcribe sections of lessons to compare what is going on with what has been planned • Collaboration with learners, e.g. make learning aims explicit, explore use of learner talk, learner diaries • Use of assessment for learning procedures which relate to process rather than outcome • Check sequencing of tasks
Stage Five: **Evaluating**	Evaluation of teaching and learning process • Decide how you will evaluate the CLIL work you have done before you start – parents' evening? Other teachers to observe? Presentation by pupils to other pupils? • Revisit your 4Cs overview topic to evaluate how successful you have been (self-evaluation) • Always relate this to schema **and** involve learners: relate to explicit learning aims, revise or adjust the schema and set new targets • Publish your results

4Cs PLANNING GRID

4Cs Planning Grid

School: **Topic:**

Content (1)	Cognition (3)	Culture (4) →	Communication (2) →
• Teaching aims: • Learning Outcomes: • List content to be taught:	• Thinking skills (content determined): • Other thinking skills: • Learning skills: • Questioning: • Class activities:(eg G work) • Scaffolding	• Connect to topic: • Other cultural elements:	• Content language: (key words, phrases etc) • Thinking/learning to learn language: • Scaffolding • Organisational language: • Other:

ART

ART

Dali & Surrealism

CLIL in Art

Aims:

Content: introduction to Dalí and surrealism

Language: artistic skills

Skills: listening and speaking/writing

Lexis: vocabulary to describe paintings — the objects in the painting, colours and shades (can be adapted according to language level of students)

Preparation

- All you need for this lesson is one copy of the description of the picture for you, a copy of the picture to show the students (following copyright regulations) for example this http://en.wikipedia.org/wiki/Swans_Reflecting_Elephants and (optional) copies of the description for the students.

Procedure

- Tell your students to get out a blank sheet of paper and drawing materials.
- Read out the description of the picture one line at a time and let students draw what you describe. You might prefer to read the whole description once before students start to draw and then read one line at a time. Read at a speed suitable for the language ability of the students and give enough time for students to draw before reading the next line. If your focus is art then give more time, if language is more important give less time. You may need to read each line several times. Tell students not to look at each other's drawings until the end. (Optional — give students the written description of the picture to see if they want to make any changes)
- When the students have finished drawing, tell them to look at each others' pictures — this usually leads to a lot of laughing!
- Finally, show the class the original picture.

Extension

This activity can be followed up in several ways:

- Speaking and listening — give pairs of students new pictures and tell them to describe and draw, as above.
- Writing — give students other pictures and ask them to write their own descriptions.

- Follow up with more work on Dalí and the surrealists according to your curriculum.
- You can simplify the picture description for lower level students or write your own for another painting.

CHEMISTRY

1. Acid Base Titration

CLIL activities will differ according to subject and age of learner. It is very important that in CLIL co-operative and heuristic activities are widely used, as students need natural opportunities to use the language.

An example of a CLIL activity in Secondary School

CONTENT: Chemistry
TOPIC: Acid-base titration
LANGUAGE: English
ACTIVITY TYPE: Experiment in the chemistry lab
STUDENTS: Upper secondary school, third year (16-17 years old)
TEACHERS: Chemistry and English teachers
AIMS: Students become familiar with a method of volumetric analysis; they understand acid-base titration and molarity relations and use a procedure to find out the pH of a solution
TIME: 3-4 hours.

STAGE 1 "Preparation"

The Chemistry and English teachers introduce all the specific words for the equipment necessary to carry out the titration experiment. He/she:
points at specific equipment, saying the different names (funnel, pipettes, titration clamp, etc.) and students repeat the names;
shows on a transparency the drawings and names of equipment and students take notes;
gives out a handout with drawings of the equipment and students write down the names;
shows on a transparency a list of verbs and expressions to be used during the experiment (set up, add, place, shut off the stopcock, mix, etc.); then, the teacher shows the meaning of different actions whilst students repeat and take notes.

STAGE 2 "The experiment"

The chemistry teacher sets out the different stages of the titration experiment. He/she:
shows the equipment available and sets up the groups;
gives out a handout and introduces its content: introduction and aim, procedure and calculation;
reads out the introduction and aim, and answers students' questions.
Students carry out the titration experiment in groups of three. They:
go through the instructions in the handout carefully, following the procedure step by step;
take notes of the results of their experiment;
work out the calculation using the results from their experiments.

STAGE 3 "Final report"

Students prepare an oral report about the experiment in groups and present it to the class and teachers. They discuss their results and answer questions from the teacher and from the other groups.

This box was prepared by Luciana Pedrazzini.
The activity described above was carried out at Istituto Tecnico Industriale "A.Volta" in Lodi (Italy) in May 1999. Teachers involved in the activity: Paola Marelli and Luciana Pedrazzini.

Assessment

In teaching, CLIL ensures that content and language both contribute to the learning experience. In assessment, however, content should be given priority over language accuracy. Some teachers give tests which include two sections. The first is comprehension-based and may be structured like a multiple-choice task. In this section learners are mainly assessed on their knowledge of the subject matter. The second section may be more linguistically orientated, with open questions which require foreign language production on the part of the learners.
In this way both content and language are assessed in the same test.

2. Making Hypotheses-Indicators

LESSON PLAN 1

Aim: To make an introduction to acids, alkalis and indicators; to discuss hypotheses.

Teaching objectives:

Content
- Indicators

Communication
- Use of 'perhaps' to make hypotheses
- Interpreting data and writing conclusions

Cognition
- Remembering the steps of an experiment
- Analysing and evaluating hypotheses

Outcomes:

At the end of the lesson, students will be able to
- know that acids and alkalis have different effects on indicators
- recognise the importance of hypotheses in science
- draw and recognise sketches of laboratory tools and experiment steps
- know scientific vocabulary
- make hypotheses and discuss them with team members
- write conclusions concerning an experiment
- present and defend an argument
- understand the result of an experiment
- develop criteria for judging the value of a hypothesis

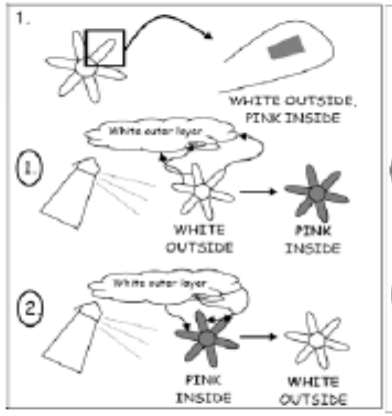
Tasks planned and timing:

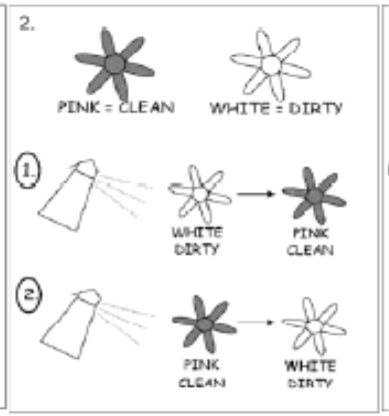
1. Power-point to introduce the subject: what it is about; that it will be taught in

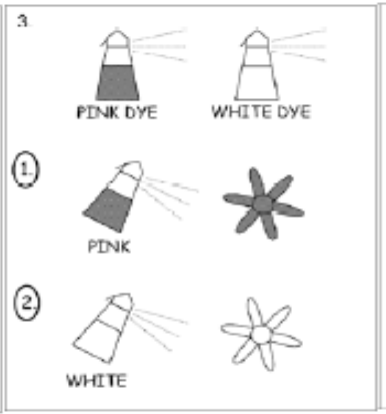
EXAMPLE 1

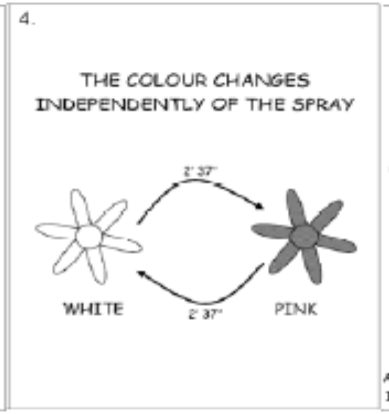
Making and testing hypotheses

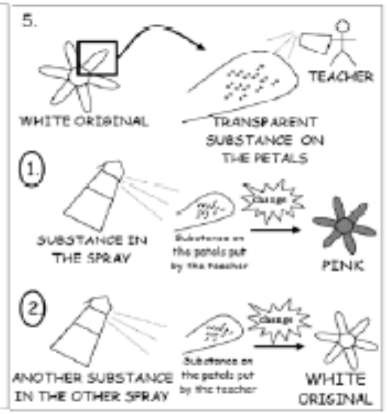
Why did the flower change its colour?











A.

I think that perhaps the flower changed its colour because ...

the flower was in fact pink, and with the first spray it got clean, and with the second one it got dirty.

B.

I think that perhaps the flower changed its colour because ...

there was a pink dye in one of the sprays, and a white dye in the other one.

C.

I think that perhaps the flower changed its colour because ...

the substance in the spray destroyed the outer layers of the flower, and let us see the pink deeper layers.

D.

I think that perhaps the flower changed its colour because ...

on the flower petals the teacher had put a substance that changed with the substances inside the sprays.

E.

I think that perhaps the flower changed its colour because ...

it was not a natural flower, but an artificial one made of transmutational plastic the colour of which changed every 2 minutes and 37 seconds.

EXAMPLE 1

Making and testing hypotheses

Why did the flower change its colour?

SUBSTANCE hypothesis

Things you can do to test this hypothesis:

<u>To the flowers</u>:
smell
touch
compare two flowers
observe the drops

<u>To the sprays</u>
try them on water
try them on another liquid

TEST YOUR HYPOTHESES

Touch the flowers, touch the sprays, AND DECIDE!

Hypothesis 1:	
Evidence supporting	Evidence refuting
We... (verb in past) and we found that...	We.... (verb in past) but we didn't find that...
Hypothesis 2:	
Evidence supporting	Evidence refuting
We.... (verb in past) and we found that...	We.... (verb in past) but we didn't find that...

CITIZENSHIP

Recycling

CLIL in Citizenship

Aims

Content

- Recycling

Language

- Lexis related to materials and household items
- Skills – speaking and writing

Preparation
Prepare one copy of the worksheet per pupil. Alternatively, in the spirit of recycling, copy (or project) the worksheet on the board and get pupils to copy it in their notebooks or on the back of a used sheet of paper.

Procedure

- Ask pupils what they know about recycling. Brainstorm on the board types of materials that can be recycled. Pupils may need help with this vocabulary (E.g. paper, plastic, metal, glass).
- Give out the worksheet to pupils and ask them to write as many things as they can think of made of these materials (e.g. bottles, magazines, boxes etc). "Other" could include clothes or vegetable waste (biodegradable) depending on the facilities in your area. This can be done with pupils working individually, in pairs or in groups.
- Collect their ideas on the board and make sure that all pupils have a good list of recyclable items on their worksheets.
- Tell pupils to talk together in groups about how to recycle these things and what problems they will have. Monitor and help with vocabulary and ideas.
- Pupils take their lists home and for one week keep count of how much they (or their families) recycle. You might want to give pupils stickers to put on the sheet every time they recycle something. Tell pupils to bring their worksheets back next week.
- Next week see which pupil recycled the most. You might like to give the winner a green prize, for example a small bag made from recycled materials.

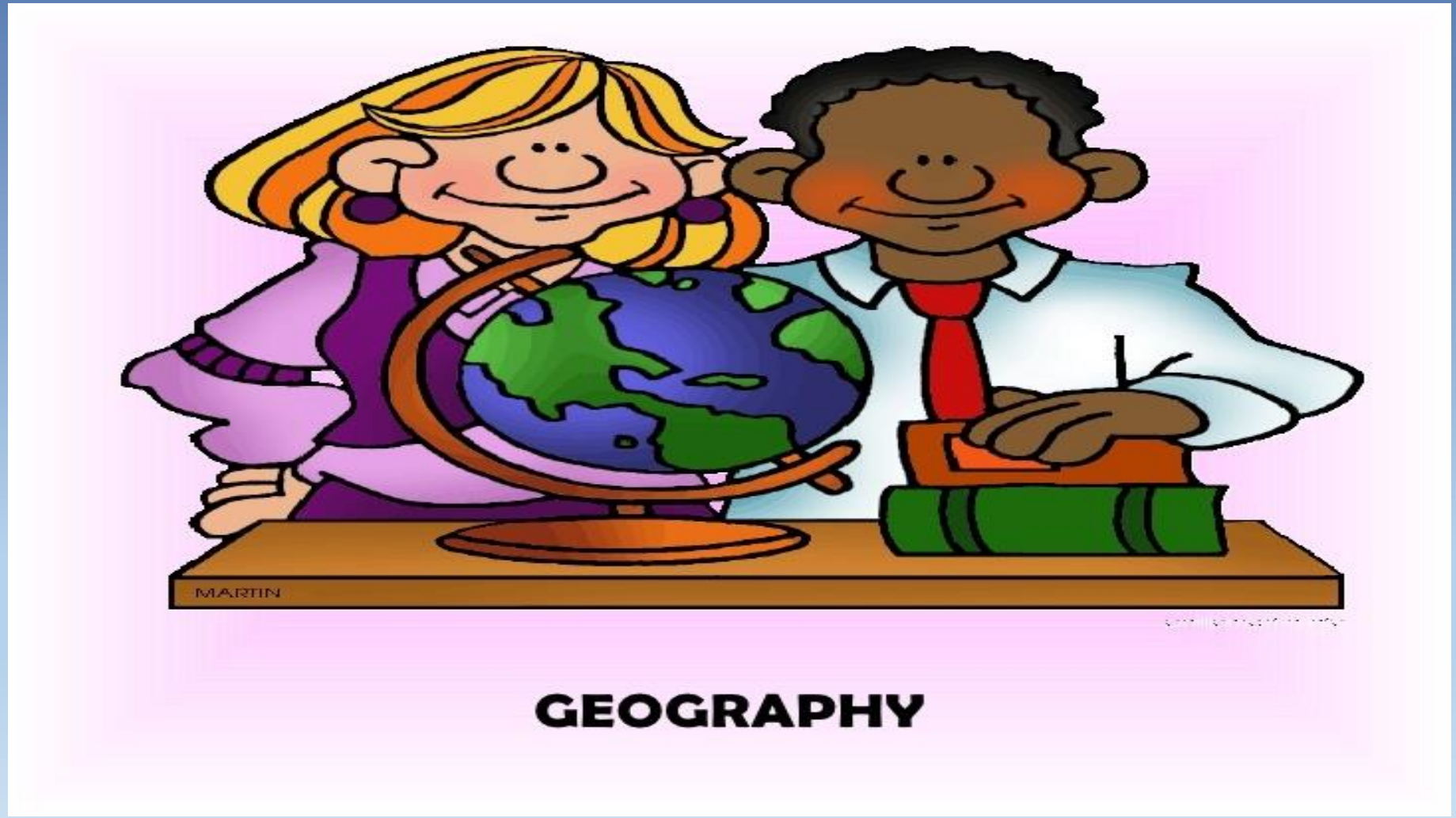
Extension
Pupils can go on to write about their experience of recycling – what, when and how

CLIL activity — Citizenship

Recycling worksheet
Write in the names of objects that you can recycle.
Write down every time you recycle that object at home or at school for one week.

Material	Object	My recycling
Glass		
Paper		
Metal		
Plastic		
Other		

GEOGRAPHY



1. Regional Geography - Vancouver

BRITISH COUNCIL

TeachingEnglish
Lesson plan

CLIL: A lesson plan

Topic

Regional geography / General studies

Aims

- To increase students' knowledge of subject content
- To develop students' knowledge of content-related lexis
- To develop all four language skills such as note-taking
- To provide material and information for further topic and language based studies

Age group

Teens

Level

B1+

Time

60+ minutes

Materials

- CLIL lesson worksheet

Introduction

This topic and accompanying tasks / activities offers the teacher (s) and students the opportunity to develop both content and language knowledge to an appropriate depth over a single lesson or a series of class hours.

Procedure

1. Lead-in (5-10 minutes)	- The teacher tells the students that they are going to listen to and read a text about the geography of Vancouver.

Lesson plan

	- The students brainstorm the topic (in groups or onto the board). The teacher elicits / teaches basic information (Canada, provinces, west, British Columbia). - Students predict the geographical content of the text (location, climate, population, economy).
2. Task 1: Predicting content (5-10 minutes)	• Students are asked to 'map' the text on the basis of their predictions. This takes the form of an ideational framework (flow, tabular, tree or star diagram), which can be used as a basis for note-taking later. The teacher provides an example of a framework (Task 1 on worksheet), but also offers the students the option of alternative diagrammatic representations of the text. *TIP:* a wall map of North America or Canada, and / or some pictures of Vancouver would be useful for stimulus and contextualisation.
3. Task 2: Listening to confirm expectations (5 minutes)	• Students listen to the first two paragraphs of the text and compare what they heard to their predictions. TIP: The teacher may read the text, make a semi-authentic recording of the text, or use the text as a dictogloss activity, depending on level and time available.
4. Task 3: Noticing and analysing language (reading) (10 minutes)	• Students are given the Text Part 1 and a chart to record lexis (Task 2 on worksheet) • Students are asked to read the text, noticing and recording lexis used to talk about location, climate, and population under the headings indicated on the chart. • Initial examples are provided by the teacher. *TIP:* The teacher needs to monitor closely during this activity, pointing out overlaps between categories and drawing attention to collocations and semi-fixed phrases and expressions • Students may work in groups on individual categories, in pairs on all categories, or individually and compare answers in pairs or groups.
5. Task 4: Vocabulary extension (10 minutes)	• The teacher elicits / teaches key vocabulary of urban economy. • Students are given a gap-fill version of the Text Part 2 and asked to complete the text. Students work individually and then check in pairs. (Task 3 on worksheet)

Lesson plan

6. Task 5: Read and do – Map completion (10 minutes)	• Students are given an outline map of British Columbia (Task 4 on worksheet) and are asked to mark as many features from the text as they can. Further features may be added from other sources as a follow-up activity.
7. Follow-up activities	• Use wall maps, atlases and Internet resources to add to the map of British Columbia. • Parallel writing about another city in Canada • Content extension – further information about Vancouver (history, urban development) • Vocabulary extension – add language from the gap-fill to the vocabulary chart. • Project work (national-scale – Canada, city scale – Vancouver China town, local scale –living and working in Vancouver). *TIP:* The choice of follow-up activities will depend on whether content or language is to be the focus. Depth of study, particularly for project work, will depend on time available.

Contributed by

Steve Darn

2. The Atlantic Ocean

BRITISH COUNCIL

TeachingEnglish | Lesson plans

CLIL lesson – Geography

The Atlantic Ocean

This activity is a running dictation (see here) using a text based on the Atlantic Ocean. The text has been written for elementary/pre-intermediate learners of English, but if you have higher level students you can follow the same procedure with a harder text such as this, from Wikipedia.

Aims:

- Content – basic information about the Atlantic Ocean
- Language
  - Grammar reconstruction
  - Lexis – geography terminology
  - Skills – speaking, reading and listening

Preparation

Print out a copy of the text (see below) for you and, if you want, one for each student. You might need to pre-teach some of the key geographical vocabulary if you haven't covered it before.

Procedure

1. Ask the class what they know about the world's oceans. Ask how many there are. The answer is four or five, depending on whether or not the Southern Ocean is counted (it's not totally officially recognised).

2. Divide the class into groups of 3 or 4 students each.

3. Put the copy of the text either on a wall or on your desk.

4. Arrange the groups of students so that they are all sitting a similar distance from the text, if possible. Make sure that no groups are too close to each other or the text.

5. Tell students to choose a writer. The writer in each group takes a pen and paper.

6. Explain the rules of the game:

   - The aim of the game is to copy the text. The first group to finish accurately is the winner.
   - One student at a time per group comes and memorises part of the text, runs back to the writer and dictates to the writer. Then the next "runner" goes to the text and does the same.
   - The runners must not write.
   - All runners must go to the text in turn.
   - Only one student per group at a time. (Make sure you repeat this).
   - No cameras to take a picture of the text. (Watch them carefully - they often try anyway!)
   - No pens and paper for runners.

7. When the students have understood the rules say "go".

8. Monitor carefully so that students don't cheat.

9. When several sentences have been written tell the groups to change writers. Do this two or three times so that all students have been writers.

10. When one group finishes stop the game.

11. Either tell the winning group to read out their text and check for accuracy or give students the original text and get them to check themselves.

Extension

This activity can be followed by further reading about the Atlantic or the other oceans. For homework students can write what they have learnt about the Atlantic Ocean.

CLIL lesson – Geography

Running dictation text

The Atlantic Ocean

The Atlantic Ocean is the world's second largest ocean after the Pacific. Its area is about 106 million square kilometres, covering about one-fifth of the Earth's surface. It is surrounded on the west by the Americas, the north east by Eurasia and the south-east by Africa. To the south east it meets the Indian Ocean and to the north is the Arctic Ocean. Some say that it goes as far south as Antarctica, but others say that it meets the Southern Ocean to the south. The equator splits the Atlantic in the middle into the North and South Atlantic Oceans.

The average depth is about 3.3 kilometres and the deepest point is the Puerto Rico Trench which is about 8.6 kilometres deep. There is a mountain range (the Mid Atlantic Ridge) along the bottom in the middle which runs from north to south. This is the longest mountain range in the world.

3. Continents and Oceans

Model activity 2: Continents and oceans

Teaching objectives
- ✓ To identify continents and oceans.
- ✓ To find information of features of continents and oceans.
- ✓ To locate every continentand ocean in a map.
- ✓ To understand different classification of continents

Learning outcomes
students will be able to:
- ✓ Identify continents and oceans (understand)
- ✓ Locate continents and oceans in a map (understand)
- ✓ Do a graph of continent sizes (apply)
- ✓ Use comparatives and questions sentences (apply)
- ✓ Do a conclusion about how many continents are (evaluate)

4Cs reflection
Content
- ✓ Continents and oceans.

Cognition:
- ✓ Identify continents and oceans.
- ✓ Locate continents and oceans in a map.
- ✓ Classify continents into sizes.
- ✓ Draw a graph for continents sizes.
- ✓ Complete a definition of continents.
- ✓ Read a text and answer the questions.
- ✓ Evaluate different opinions of how many continents there are.
- ✓ Write a report about continents and oceans.

Communication
Language of learning
- ✓ Present tenses (affirmative and question sentences)
- ✓ Past tense
- ✓ Comparatives and superlatives.
- ✓ Where, when, why, what, which, how?
- ✓ Preposition
- ✓ Essential vocabulary

Language for learning:
- ✓ Strategies for reading and understanding a text.
- ✓ Strategies to improve classroom talk. Describing locations.

Language through learning:
- ✓ Vocabulary Books Internet Web.

Culture
- ✓ To understand that there are different explanation of how many continents there are.

HEALTH EDUCATION

1. Healthy Eating

Model activity 3
(inspired by Baldwin, 2010)

Topic: Healthy eating
This activity aims to develop primary pupils' understanding of healthy, balanced eating and provides practice of basic food vocabulary and the present simple tense. It also has cross-curricular links to PE.

Content objectives:
- Balanced eating

Language objectives:
- Lexis – food
- Grammar – present simple (and possibly quantifiers)
- Skills – speaking and writing

Preparation
Prepare the worksheet for each pupil. Alternatively, to save paper, draw/project one large copy on the board and tell students to copy it.

Procedure
- With pupils in groups, give them one minute to think of as many types of food as they can. The group with the most is the winner.
- Tell groups to read out their lists and add any that they hadn't thought of to their lists.
- Tell pupils to put their foods into two lists – healthy food and unhealthy food. At this stage, don't tell them if they are right or wrong.
- Give out the worksheet to pupils and tell them to match the labels to the correct part of the pyramid, working individually.
- Check as a whole class and explain the concept of the pyramid – food at the bottom is the most important and food at the top the least important/healthy.
- Tell pupils to think of more food which fits into each group on the pyramid and write it on, using their list of food from stage 3 to help.
- Tell pupils to think about their eating habits and write what they usually eat in a day (using the present simple and possibly quantifiers), e.g. "I eat lots of rice, some vegetables like carrots and cabbage…" You may need to give an example first.
- Pupils compare their eating habits and see who the healthiest eater in their group/class is.

Extension
Pupils can write out a good daily diet based on the food pyramid, either in class or for homework. They could even keep track of what they eat over one week to see how healthily they really eat.

ISBN 978-80-558-0889-5.

Worksheet 1 (modified)

Put these labels on the pyramid:

1. Milk, yoghurt and cheese group
2. Fats, oils and sweets group
3. Vegetable group
4. Bread, cereal, pasta and rice group
5. Fruit group
6. Meat, poultry, fish, dry beans, eggs and nuts group

Useful links:

https://clilnutrition.wikispaces.com/Unit+Planning
http://www.onestopenglish.com/clil/young-learners/science/food/pdf-content/food-groups-lesson-plan/500705.article

2. You are what you eat

CLIL Science Webquest

You are what you eat

1 Pre-reading

Read and tick for you.

How often do you ...

	Often	Sometimes	Never
1 eat fast food?			
2 drink fizzy drinks?			
3 eat fruit and vegetables?			
4 eat breakfast?			
5 eat sweets and chocolate?			

2 Reading

Read the text. Do you eat a balanced diet?

BALANCING ACT!

If you want to be healthy, a balanced diet is very important. Food gives us the energy and nutrients we need to live. There are no good and bad foods, but we need to get the right amount of each type of food to be strong and fit. Junk food and fast food are high in fats and sugar. These foods might be delicious and it's OK to enjoy them sometimes, but don't forget 'an apple a day keeps the doctor away'.

The five food groups

Everything we eat is from one of the five different food groups. Every day, our bodies need protein, carbohydrates and healthy fats to give us energy and good health.

1 Meat, fish and eggs

This group also includes beans and nuts. These foods have protein and this helps us grow.

2 Bread and cereals

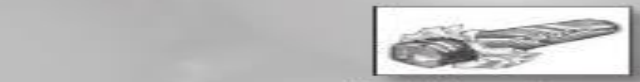
Potatoes are in this group too. These foods give us energy.

3 Fruit and vegetables

It is very important to eat fruit and vegetables. These foods help our digestion and have lots of vitamins and minerals.

4 Milk and dairy

These foods have calcium, which is important for our bones and teeth.



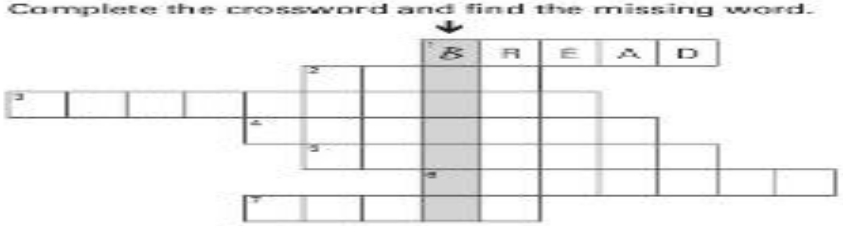
5 Fats and sugars

These foods are not very good for us so it is important not to eat them very often.

If you have a balanced diet, you will have more energy for school, for friends and for your hobbies!

3 Vocabulary

Complete the crossword and find the missing word.



1 I want to make a sandwich. I have some cheese and ... . (5)
2 I love all kinds of ... – beef, pork, chicken and lamb. (4)
3 Carrots, peas and broccoli are all .... (10)
4 You can find lots of ... C in oranges. (7)
5 Iron is a very important ... . You can find it in green vegetables like spinach. (7)
6 ... is a mineral you can find in milk and other dairy products. (7)
7 ... are white and hard. There are lots of them inside our bodies. (5)

4 Reading

Do an Internet search for *balanced diet* and label the 'eatwell plate' with the food groups from exercise 2.

The eatwell plate

5 Writing

Look at the 'eatwell plate' and answer the questions. You can visit these websites to help you:

www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx

1 Which foods does the plate tell us to eat often?

2 Which foods does the plate tell us not to eat often?

3 Is your diet balanced? Why/Why not?

6 Reading

Find more information about healthy diets in the Internet. Then read the 'dos and don'ts' below and write *T* (true) or *F* (false). You can visit these websites to help you:

www.bbc.co.uk/health/treatments/healthy_living/nutrition/healthy_balance.shtml
kidshealth.org/kid/stay_healthy/food/pyramid.html#cat119

1 Do eat a variety of foods from different food groups. ☐
2 Don't eat fruit and vegetables with every meal. ☐
3 Do eat lots of fish. ☐
4 Do 'supersize' your meals whenever you can. ☐
5 Do eat lots of fats and sugars. ☐
6 Do be active every day. ☐
7 Do eat the same as a boy if you are a girl. ☐
8 Do put apple pie in the 'fruits and vegetables' section of your plate. ☐

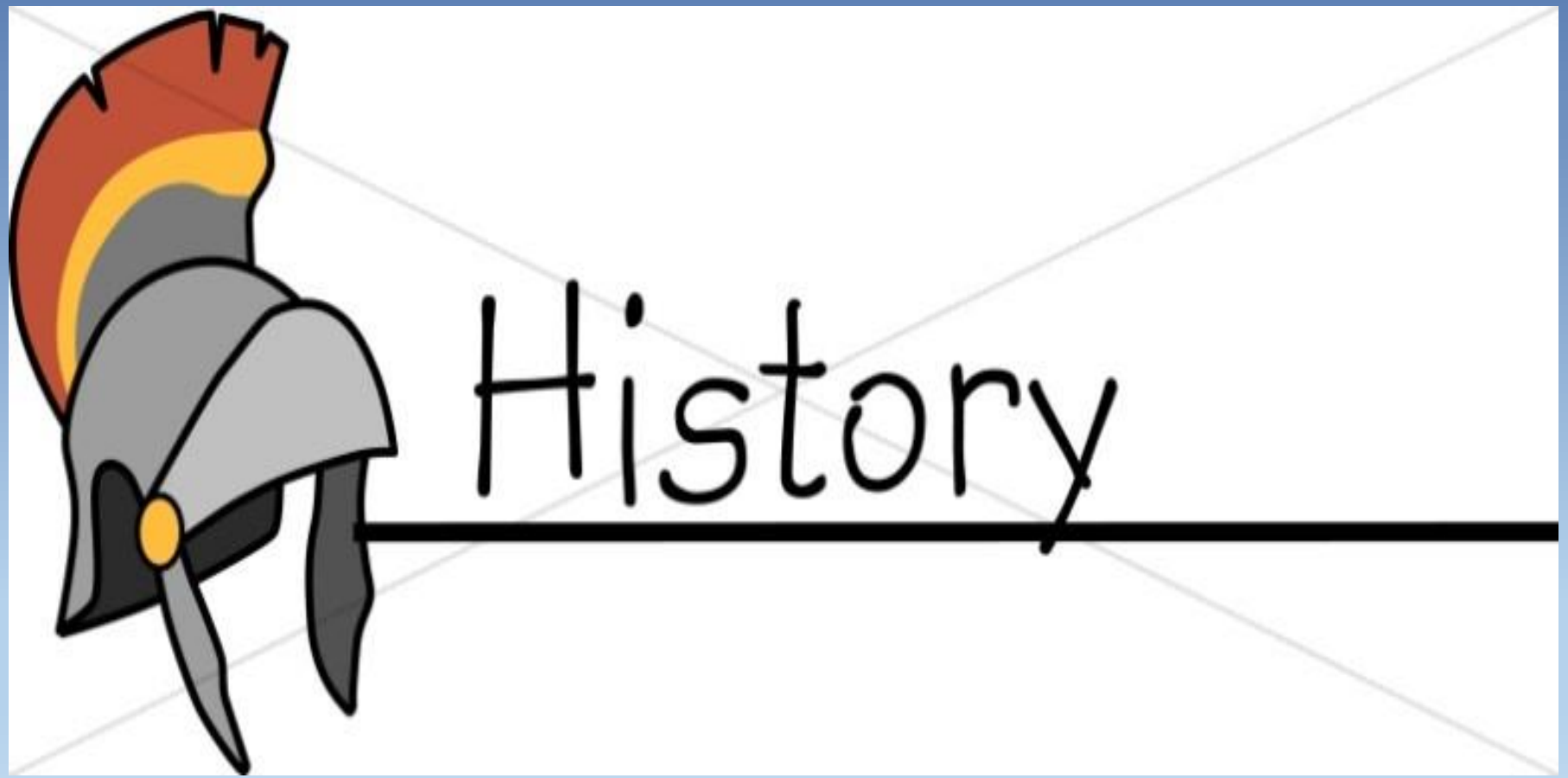
7 Project

Keep a food diary. Follow these steps:

- Write down what you eat for breakfast, lunch, snacks and dinner for three days.
- Look at your diary and write five sentences about your diet, e.g. *I often eat fruit when I want a snack. I never eat chocolate between meals.*
- Compare your sentences with your classmates. Discuss how your diet can be healthier.

Believe it or not!
The healthiest, low-calorie drink in the world is water!

HISTORY



1. The Great Wall of China

CLIL History Webquest

The Great Wall of China

1 Pre-reading

Do the quiz about China.

1 What is China's official name?
- a Democratic Republic of China
- (b) People's Republic of China
- c United People's Republic of China

2 Which of these is the Chinese flag?

a 

b 

c 

3 What is the name of the capital of China today?
- a Beijing b Peking c Shanghai

4 What is the main language of China?
- a Cantonese b Hakka
- c Mandarin Chinese

5 What is the population of China?
- a 1 billion b 1.35 billion c 1.8 billion

6 What is the largest city in China?
- a Beijing b Shanghai c Hong Kong

7 How old is the Chinese culture?
- a 2000 years old b 3000 years old
- c 4000 years old

8 What famous invention is from China?
- a chocolate b paper c the wheel

9 What is the name of China's famous communist leader?
- a Chairman Mao b Chairman Hunan c Mr Lu

10 How big is China in square kilometres?
- a 9.6 million b 10.3 million c 11.9 million

2 Reading

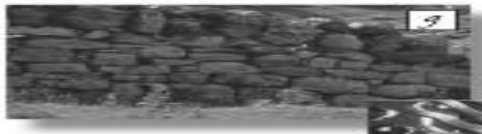
Check your answers to the quiz in exercise 1 by doing an Internet search for *China*. You can visit these websites to help you:

www.bbc.co.uk/1/hi/world/africa/country_profiles/1287798.stm
peoples-republic-of-china.org

3 Vocabulary

Match the words with the pictures. Then go to the Macmillan Online Dictionary www.macmillandictionary.com and check your answers by typing the words into the search box.

a brick b coast c dragon d soldiers
e river f gate g wall

1 

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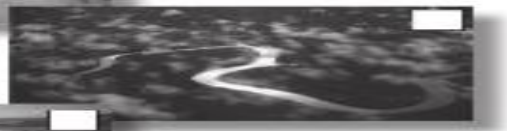
4 

5 

6 

7 

4 Reading

Do an Internet search for The Great Wall of China and complete the factfile below. You can visit these websites to help you:

library.thinkquest.org/20443/greatwall.html
www.enchantedlearning.com/subjects/greatwall
www.activityvillage.co.uk/the_great_wall_of_china.htm

GREAT WALL OF CHINA FACTFILE

Chinese name: *Wan-Li Qang-Qong*
English translation:
Age:
Length:
First wall built by:
Current wall built by:
Location of the wall:
Reason for the wall:
Constructed by:
Made of:
Can you see it from the moon?
You get a very good view of the wall at:
The wall meets the sea at:

5 Project

Imagine you are a tour guide. Prepare a presentation on the Great Wall of China for tourists. Talk about these things:

- geography
- culture
- history
- route and appearance of the wall

You can visit these websites to help you:
www.historyforkids.org
www.britishmuseum.org
library.thinkquest.org/20443/greatwall.html
www.activityvillage.co.uk/introduction_to_china.pdf
www.china.randomr.org/greatwall
www.china-highlights.com/greatwall/fact

2. The Battle of Hastings

History: Year 7 The Battle of Hastings History (French)

Key question: How can we use language skills to learn about the Norman Conquest?

Lesson title	Objectives	Key words	Lesson outline	Resources	SEN/Gifted & talented	Homework
1. French lesson nouns MFL	To use a range of strategies to learn new nouns. To recognise and learn new key nouns related to the Bayeux Tapestry.	See resources	**Starter** Guess meaning of various nouns/cognates **Main activities** PPT – nouns for recognition Label sheet **Plenary** O + X How many nouns can you say?	Powerpoint. Labelling sheet	SEN worksheet.	Learn nouns.
2. French lesson verbs MFL	To recognise new verbs in the infinitive. To identify conjugated verbs in sentences. To develop reading strategies.	See resources	**Starter** Word snake French nouns (see lesson 1) **Main activities** PPT – verbs in the infinitive Matching verbs in the infinitive **Plenary** Reading sentences and underlining conjugated verbs	Powerpoint Verb matching sheet Text		Learn verbs.
3. Bayeux Tapestry 1	To accurately interpret scenes from the Bayeux Tapestry.	Bayeux Tapestry Bishop Odo	**Starter** Powerpoint introduction to Bayeux Tapestry. **Main activities** Recap vocab from French lessons. Matching task – Bayeux scene. **Plenary** Go through answers.	PPT Introduction. PPT Bayeux 1 French vocab. Bayeux Tapestry sheet. Vocab mats.	SEN Bayeux sheet.	NA

4. Bayeux Tapestry 2	To assess the reliability of the Bayeux Tapestry.	Bayeux Tapestry.	**Starter** French quizzes and games about Bayeux Tapestry. **Main activities** Pupils draw their own version of the Bayeux Tapestry in English from a Saxon perspective. **Plenary** Pupils present their own tapestry.	PPT Bayeux 2 sound files to match flashcards. Flashcard games. History worksheet.	SEN sheet.	Finish storyboards.
5. French lesson on village vocab MFL	To recognise and learn new key nouns that relate to a village.	See resources.	**Starter** Numbers revision. **Main** PPT - Presentation of vocabulary. Labelling sheet. Structure of Il y a. **Plenary** Noughts and crosses. Old MacDonald song.	PPT French Domesday. Labelling worksheet.	SEN worksheet.	Learn nouns.
6. Domesday lesson 1	To understand the purpose of the Domesday Survey and empathise with the conquered Saxons.	See resources.	**Starter** PPT Introduction to Domesday survey. Explain task. **Main activity** PPT Domesday 2 to recap vocabulary. Listening activity. Give out village sheets. Pupils construct dialogues. **Plenary** Pupils read out dialogues so far.	PPT Introduction to Domesday. PPT Domesday 2. Listening sheets. SEN Listening sheets. Village sheets.	SEN Listening sheets	Make costume for when they act out their dialogue.
7. Domesday lesson 2	To understand the purpose of the Domesday survey and how life changed post conquest.	See resources.	**Starter** Practise vocab by reading out listening script PPT, half and half Norman & Saxon. **Main Activity** Volunteers act out scenes (filmed). Discussion on how it felt. Teacher led discussion about changes post 1066. **Plenary** Quiz about unit.	Listening activity. Costumes. Activity sheet.	SEN activity sheet.	NA

3. Bayeux

LESSON 2 French Lesson Bayeux verbs

DEPARTMENT/SUBJECT French

Learning Objectives:	Learning Outcomes:
To develop reading strategies. To recognise 11 new verbs in the infinitive. To identify conjugated verbs in sentences.	Pupils can use their reading skills to connect patterns in French verbs to link conjugated verbs to the infinitive. Pupils can recognise verbs that will be used to describe the Bayeux Tapestry in history lessons.
Starter: French noun wordsnake – pupils pick out the nouns they recognize from the previous lesson.	
Main Activity: (Introduction and Development) 1) PPT – present verbs for recognition in the infinitive Use the following techniques: Répétez C'est quel numéro? C'est vrai ou faux? C'est un(e).. ou un(e)... ? Qu'est-ce qu'il manque ? Qu'est-ce que c'est? O + X 2) Match verbs in French and English on sheet 3) Read 4 phrases from PPT and get pupils to identify verbs in the newspaper headlines – identify stems of verbs. Get pupils to work out meanings.	
Plenary (outcomes/progress): How many verbs can you identify with a partner in a longer text How did you do it? Can you work out the meaning of the sentences? How might you use this technique in different contexts? How do you think you will use these words in your history lessons?	
Homework: Learn verbs	Support:
Resources: French verbs PPT Matching sheet Text	Keywords: See PPT

LESSON 3 History Lesson Bayeux 1

DEPARTMENT/SUBJECT History

Learning Objectives: To accurately interpret scenes from the Bayeux Tapestry.	Learning Outcomes: Pupils can identify what is happening in scenes from the Bayeux Tapestry and match each scene to a caption written in French.
Starter: Show PPT and explain what the Bayeux Tapestry is, when, where and why it was made.	
Main Activity: (Introduction and Development) 1) Use the PPT to recap French vocabulary. 2) Work in pairs to identify key words in the captions on the A3 Bayeux Tapestry sheet. 3) Examine the scenes from the Bayeux Tapestry and match to the correct caption.	
Plenary (outcomes/progress): Go through answers. What strategies did pupils use to complete the task successfully?	
Homework: NA	Support: Vocab mat. Simplified captions available for pupils who need them.
Resources: PPT Bayeux Tapestry 1 Bayeux Tapestry worksheet Vocab mat	Keywords: See resources

LESSON 4 History Lesson Bayeux 2

DEPARTMENT/SUBJECT History

Learning Objectives: To assess the reliability of the Bayeux Tapestry.	Learning Outcomes: Pupils will have considered how the origin and purpose of the Bayeux Tapestry affect its reliability and will have produced an English version.
Starter: Quizzes and games using flash cards about the Bayeux Tapestry.	
Main Activity: (Introduction and Development) 1) Pupils create an alternative Bayeux Tapestry produced from a Saxon point of view.	
Plenary (outcomes/progress): Pupils present their own tapestry to the class.	
Homework: Finish Tapestry.	Support: Teacher support as appropriate.
Resources: Flashcards.	Keywords: See resources

LESSON 5 French Lesson Domesday

DEPARTMENT/SUBJECT French

Learning Objectives:	Learning Outcomes:
To use a range of strategies to learn new nouns. To recognise and learn 12 new nouns that relate to a farm/village.	Pupils can recognise and say new key nouns that relate to a farm/village. Pupils will have the vocabulary they need to understand a dialogue related to a survey in the Domesday Book in history lessons.
Starter: Numbers revision.	
Main Activity: (Introduction and Development) 1) PPT – present nouns for recognition Use the following techniques: Répétez C'est quel numéro? C'est vrai ou faux? C'est un(e).. ou un(e)... ? Qu'est-ce qu'il manque ? Qu'est-ce que c'est? 2) Match nouns and pictures on sheet 3) Teach **il y a...** with numbers of animals/ Teach **il n'y a pas de...**	
Plenary (outcomes/progress): O + X Song – Dans la ferme de MacDonald How do you think you might use these nouns and the structure **il y a** in your history lessons?	
Homework: Learn nouns with il y a...	Support: Simplified labelling sheet
Resources: French Domesday PPT Labelling sheet Song – Dans la ferme de MacDonald	Keywords: See PPT

LESSON 6 History Lesson Domesday 1

DEPARTMENT/SUBJECT History

Learning Objectives: To understand the purpose of the Domesday Survey and empathise with the conquered Saxons.	Learning Outcomes: Pupils will have recreated, in French, a Domesday survey.
Starter: PPT introduction to Domesday Survey. Explain task.	
Main Activity: (Introduction and Development) 1) Use the PPT to recap French vocabulary. 2) Listening activity. 3) In pairs pupils create a dialogue based on the village sheet they have been given.	
Plenary (outcomes/progress): Pupils read out dialogues so far.	
Homework: Practise dialogue.	Support: Differentiated listening sheets.
Resources: Vocab mat. Listening sheet.	Keywords: See resources

LESSON 7 History Lesson Domesday 2

DEPARTMENT/SUBJECT History

Learning Objectives: To understand the purpose of the Domesday survey and how life changed post conquest.	Learning Outcomes: Pupils will have acted out their Domesday dialogues and taken part in a discussion about changes post conquest.
Starter: Practise vocab by reading out dialogue script, half the class reading the Norman part and the other half the Saxon part.	
Main Activity: (Introduction and Development) 1) Pupils complete their dialogue and practise it before filming it. 2) Feedback about the project – how pupils found it. 3) Teacher led discussion about other changes post conquest.	
Plenary (outcomes/progress): Quiz about the unit.	
Homework: NA	Support: Teacher support as appropriate.
Resources: PPT Domesday 2. Vocab sheet.	Keywords: See resources

Classroom Language

(With mime!)

Instructions

Levez la main	Hands up
Calme s'il vous plaît	Quiet please
Voici une photo	Here is a photo
Voici un texte	Here is a text
Voici les questions	Here are the questions
Voici les bonnes réponses	Here are the correct answers
Écoutez	Listen
Regardez les exemples	Look at the examples
Répétez	Repeat as a class
Avec un ou une partenaire…	With a partner…
Écrivez	Write
Écrivez un dialogue	Write a dialogue
Soulignez les mots comme…	Underline words like…
Trouvez les paires	Find the pairs

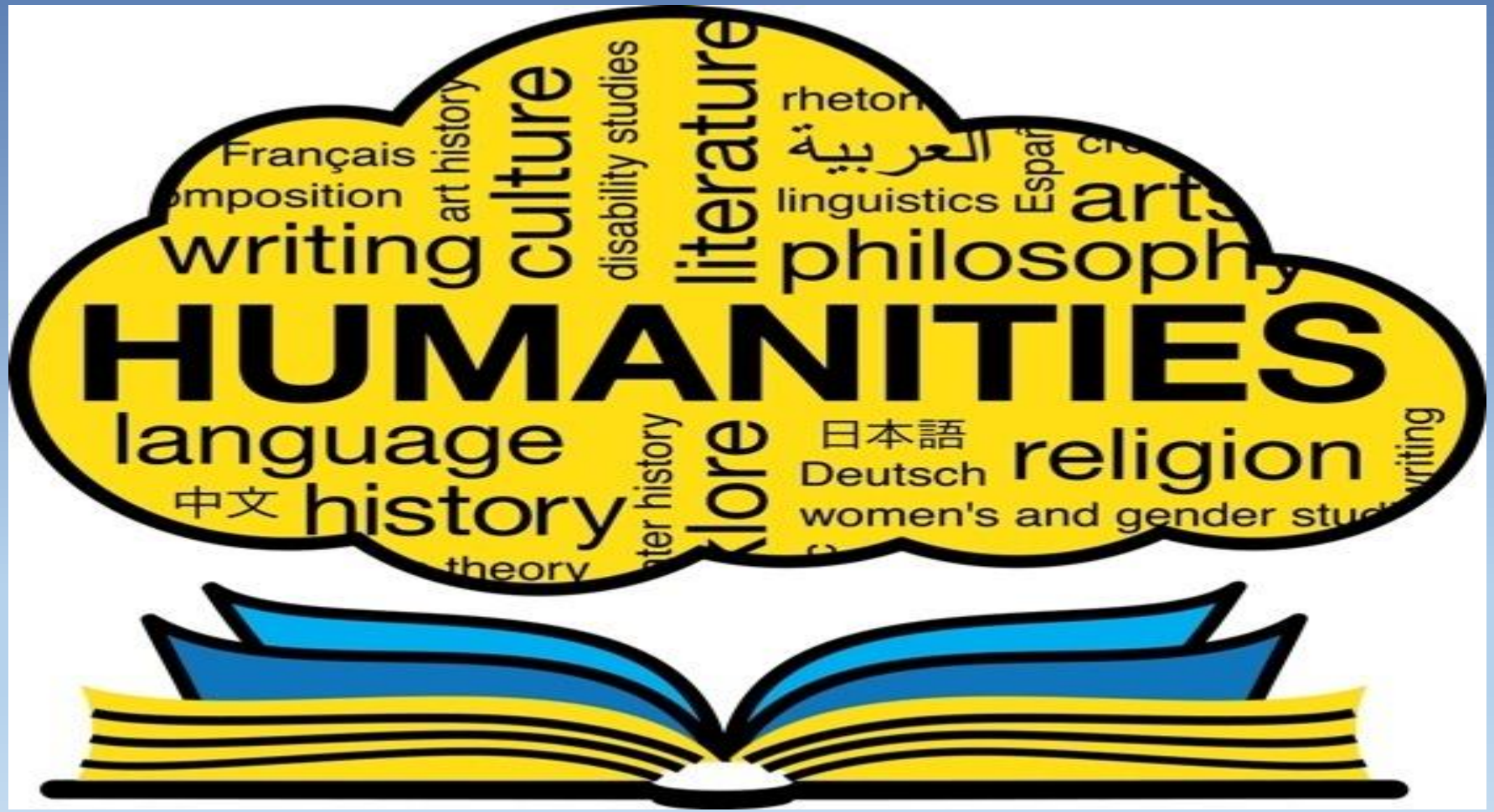
Praise

C'est …	That's…
très bien	very good
excellent	excellent
bravo	great
super	super

Question techniques

Qu'est-ce que c'est?	What is it?
Qu'est-ce que c'est en anglais?	Was is that in English?
Qu'est-ce que c'est en français?	Was is that in French?
Oui oder non?	Yes or no?
C'est un(e)… ou un(e)…?	Is it a … or a …?
C'est vrai ou faux?	Is that true or false?
C'est bon ou mal?	Is it good or not good?
C'est quel numéro?	What number is it?
Qu'est-ce qu'il manque?	What is missing?
Il y a combien d'animaux?	How many animals are there?
Il y a … dans le village?	Is there/are there … in the village?

HUMANITIES


HUMANITIES
writing
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religion
Français
art history
disability studies
linguistics
arts
日本語
Deutsch
theory
women's and gender

1. Castles

CLIL Lesson Plan

Castles

Aims

1. To successfully team-teach an introductory lesson in CLIL Humanities in French to year 8.
2. To introduce the theme of castles in French

Objectives

Teaching Objectives: What I plan to teach	**Learning Outcomes**: What learners will be able to do at the end of the lesson
A. Content	
• Introduction to fortified castles • 4 key locations • 4 key functions • Understand the relationship between functions and locations… leading to • Essential features of castles	With support: • **describe** locations (Sp/Wr) • describe functions (Sp/Wr) • describe, **explain & justify** choices (Sp/Wr) • **memorise** key vocabulary • memorise & use key phrases
B. Cognition	
• understand concepts and apply them • make choices about castle location • justify decision-making with reasons • problem solve- essentials for castle functions • independent research • knowledge transfer	• memorise key phrases and apply them in different ways • **transfer** key language • understand justification • make informed choices
C. Communication [Language and linguistic considerations]	
C.1 Language **of** learning (i.e. essential vocabulary/grammar associated with the topic and theme content) Key phrases needed for example: Le château est situé … La fonction du château est… Il nous faut… Parce que…	

Key vocabulary (see separate sheet)

C.2 Language **for** learning

(i.e. language needed to operate in the learning environment and in particular this lesson)

Language: How to describe
How to explain
How to justify/present a case

This language to be scaffolded via writing frames and talk frames and activities

Learning how to learn: Language for group work
Understanding instructions
How to deal with not understanding
How to make a mini presentation

C.3 Language **through** learning

Dictionary use for vocabulary extension

Homework research

D. Culture/Citizenship

- understand authentic images
- carry out research on Château d'If
- understand the difference between château/château fort
- raise awareness about different castles in other countries
- find out about the Château d'If
- explain the difference between château/château fort

2. A Paper Chase-Paper Consumption & Deforestation

Planning a CLIL Project: A Paper Chase

Aim: To show the relationship between paper consumption and deforestation. Discover the negative consequences and discuss conservation and recycling methods.

Teaching objectives:

Content:
paper production
deforestation
recycling
environmental protection

Communication:
explain processes (how paper is made, how the forest is cut down, how this harms the environment)
make suggestions (ideas for recycling, protecting the environment, taking action at school and in daily life)
discuss ideas
present and defend an argument / plan (students make posters about the issue and their proposals and present them to the headmaster to convince him to implement their plan)

Cognition:
understanding of the relationship between paper consumption and its negative effects on the environment
problem solving (how can these negative effects be alleviated)
the logic of making an argument

Culture: civility and environmental sensitivity and sense of responsibility

Outcomes: At the end of the lesson (which spans over several classes), students will be able to:
Understand the relationship between paper consumption and deforestation, and appreciate the negatives consequences on the environment.
Know how to recycle and take measures to protect the environment.
Suggest a plan of action for saving paper to be carried out at their school and present their argument to their headmaster in an attempt to convince him to implement the plan.

Tasks planned: We would like to make our students conscious about the implication of their own paper waste. We know that assuming this idea implies a huge cognitive domain because it' s necessary to connect a long chain of causes and consequences. For this reason we have planned some different tasks to guide our students to the final aim. We think these tasks could be helpful to understand properly well the paper process and also to prepare our students to make cognitive relations between different facts and analysis these relations.

Warm-up: Some significant images will be shown to our students. We want to promote thinking through these pictures, just wake up some ideas about the subject.
Tasks given will be:

Step 1: We have focused our attention into four stages of paper making process: logging, paper industry, paper waste and consequences on the environment. Each step will be described trough four pictures which are connected like a sequence of facts. Students working in groups of 4 or 5 persons will be asked to explain what is happening in these draws. They will be helped with a frame (see materials) to learn how to organize into the speech different stages of a process.
Step 2: Groups should explain to the class what happen to the matter they have been working on. The objective of this step is to let our students to have a general view of the whole process through their peers' work.
Step 3: Now groups should think about causes and consequences. We will give out some frames (see materials) to organize the big amount of facts that will have appeared on Step 2. They should reflect on their schedules what the most significant facts are, what are their causes and their consequences.
Step 4: We hope that these activities bring to make a clear idea of what is paper making process, what implies to the environment and how each student's waste means something (take responsibility of their actions). Now it's time to put these ideas into the practice. We want to design a plan action into the school for saving paper. Students should try to convince headmaster to change school paper policy using the arguments we have deal with during the task. We want to create a real situation to make sense to the whole activity.

Matrix: We think this activity implies a high cognitive domain but a medium lingüistic domain. We are really worried to create a sense of responsibility of our students' actions.

Scaffolding:
As we have seen on task explanation, scaffolding will be provided by language boxes and mind frames (as well as teacher support).

Talk: Students will have the opportunity to talk when they discuss each other's posters and proposals. The scene is also set for talking during their evaluation and reflection on how their presentation to the head teacher went.

Assessment: The task of designing and making a poster about paper consumption, its negative effects on the environment and what can be done in response is a demonstration of what the students have learned. Students are asked to assess each other 's posters and presentations.

3. Totally Us-Writing Biographies

Objectives

- Students will develop name biographies together in groups of four
- Students will see that they have attributes in common with classmates as well as characteristics unique to themselves

Materials

- Large poster paper and colored markers

In James Howe's book "Totally Joe," Joe Bunch wrote an "alphabiography" in which he described himself from A to Z. Each letter described a facet of him in essay form; "F," for example, stood for Family, where Joe Bunch wrote about his parents, his brother Jeff and his Aunt Pam. This lesson allows students to do the same thing with the letters of their first or last names.

STEP ONE: Cooperative Groups
Students will be in groups of four. All students in each group must share a common letter to their names. (A group with Maria, Graydon, Alexandria and Jack would share the letter "a," for example.) Each group will share a sheet of poster paper to write their four name biographies.

STEP TWO: Shared and Unique
Using the shared letter, students must come up with a characteristic or quality that all four students have in common. (For the group in Step One, that may be "active," "alert" or "acrobatic," for example.) Once the shared letter is completed, students remain in their groups but work individually to complete the unique letters of their names. (They may end up with overlapping words, which is fine -- another sign of common ground.)

STEP THREE: Summary
Students then collaboratively write a summary statement regarding their four name biographies. Lead questions might be: How are we alike? How are we different? Was it difficult, or relatively easy, to find what we had in common? Did any of our "unique" traits end up being similar with others in our group? What surprised us about what we learned about each other?

STEP FOUR: Presentation
Student groups then present their name biographies to the class. (Consider having students introduce someone else in their group instead of themselves.) After all groups have made their presentations, see if students can write a summary statement regarding all of the names in the class; use the lead questions in Step Three to aid in this task.

Write the following questions on the board:

- How are we alike?
- How are we different?
- Was it difficult, or relatively easy, to find what we had in common?
- Did any of our "unique" traits end up being similar with others in our group?
- What surprised us about what we learned about each other?

Totally Us-Teacher's Notes

Name of the Scenario: Totally Us

Goal: The goal in this scenario is for students to realize their unique attributes as well as those in common with their classmates

Role: Students have to present one or all of their classmates alpha biographies (their personality characteristics starting with the letters of their first or last names)

Audience: Students need to convince the rest of class groups that people are not only different but also, at certain points, alike.

Situation: Students need to convince educational policy stakeholders and local community people that special schools are not necessary for immigrant/refugee or students with learning difficulties.

Product/Performance and Purpose: Student groups have been asked to create poster papers (or brochures) to show the teachers and the principal of their school as well as of neighboring schools that all students can be in the same school and collaborate. All groups' posters will be exhibited in a school exhibition for parents and locals to visit.

Standards & Criteria for Success: Students need to make preparations for the school exhibition:

- To ensure that all student groups prepare their poster papers on time
- To turn a school hall into an exhibition place
- To set up the poster papers
- To prepare practicalities (sound systems, signs) for the event
- To set a date for the event and send out invitations

4. Products of Nature & Human Creation

ISBN 978-80-558-0889-5.

Model activity 5
(Sepešiová, 2013)

Subject: VLASTIVEDA_CLIL
Content Objective:
- learners will be able to recognize products of nature and human creation;
to organize their knowledge in a simple system;
to show examples.

(note – a teacher continuously helps them to express themselves)
Language Objective:
- learners will memorize new vocabulary connecting with living and not living things;
practice and repeat a phrase "It is/It isn´t ..."
use vocabulary in an unfamiliar context;
predict from the unknown text

Affective objectives:
- learners will accept the opinions and cooperate with other members

Psychomotor objectives:
- learners will practice fine motor skills

Materials:
- textbook, worksheets, real objects.

Procedure

Introduction: Repeating a previous topic - Svet okolo nás (World around us)
Motivation
Activity 1: Presenting
Start a lesson reviewing a topic World around us – what they know, what they see , what they have at home, what they need ... (2-3´)
Activity 2: Match the pictures
Individual work: Pupils are given worksheet 1 and they should match the words with appropriate pictures (3´)
Pair work: peer evaluation – checking the answers
Check: a teacher says each word and uses a phrase It is a/an..... pronounces it correctly, pupils repeat and check matching (4´)

Content topic: The world around us – natural and man-made (15´)
Guidance
A teacher writes on the board (central position) – *World around us* and draws two branches – *natural* with two sub-branches - *living* - *not living*, and a branch - *man made*, gives them the prepared handouts of a mind map so they would be able to complete. The pupils come one by one and add words they choose from the box (ready printed words/pictures from the groups natural/man made). If they do not know, we ask for help others or a teacher may help.
Pair work: The pupils work together /worksheet 2/ and choose the correct answer – is a thing living or not living; later they should decide either it is natural or man-made and add initial letter N – MN.
Check: with all class - lockstep, problematic answers must be explained
The pupils together with the teacher´s support try to discuss how a man influences nature, what the differences between living a not living and man-made things are – summarising e.g. what living things need – energy, breathe, movement, reaction – the teacher should illustrate/mime... the pupils have got worksheet 3, the teacher reads the text, afterwards the pupils within the groups of 4 try to pantomime

Practice
Group work: The pupils cut the pictures and glue them to the correct category / worksheet 3/ (5')
Individual work: The pupils choose and circle the correct answers yes/no – check – peers /worhsheet4/ (5')
What have we learned today? Conclude the info about the world around us – the pupils give some examples of *natural living* and not *living things, man- made thing*, they can use their mind map; tell what living things need. (3')
Homework: Based on the info form the lesson, they will draw/glue pictures and fill the words.

Worksheet 1

Task 1

Direction: Match the words with the pictures





goat pencil paper car tree





potato book rose shoe worm

Task 2
Is it Living or Non Living?
Directions: Are they living things or not living things. Write the words into living things or not living things part:

Living things	Non living things

a car a tree a goat a pencil a paper
a rose a shoe an ipod a book an eagle
a worm a rock a dvd a potato a shark

ISBN 978-80-558-0889-5.

Task 3

Living and Non-Living Things

All living things must get energy from their environment. They move, breathe, remove waste, grow, react to the environment, and reproduce.

Examples:

= living

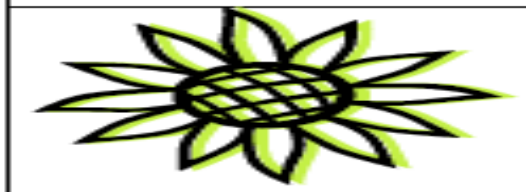
= not living thing

Directions: Cut out the pictures at the bottom and glue them below.

Living things	Not living things








Task 4: Is it a living thing?

Directions:
Look at each picture. Think about what a living thing needs and does.
Circle Yes or No to answer *Is it a living thing?*

yes no

yes no

yes no

yes no

yes no

yes no

yes no

yes no

Homework

Directions:
My living and Not living things booklet. Draw a picture and finish a sentence.
Example:
A shark is living.

My pictures

A ..... is living.

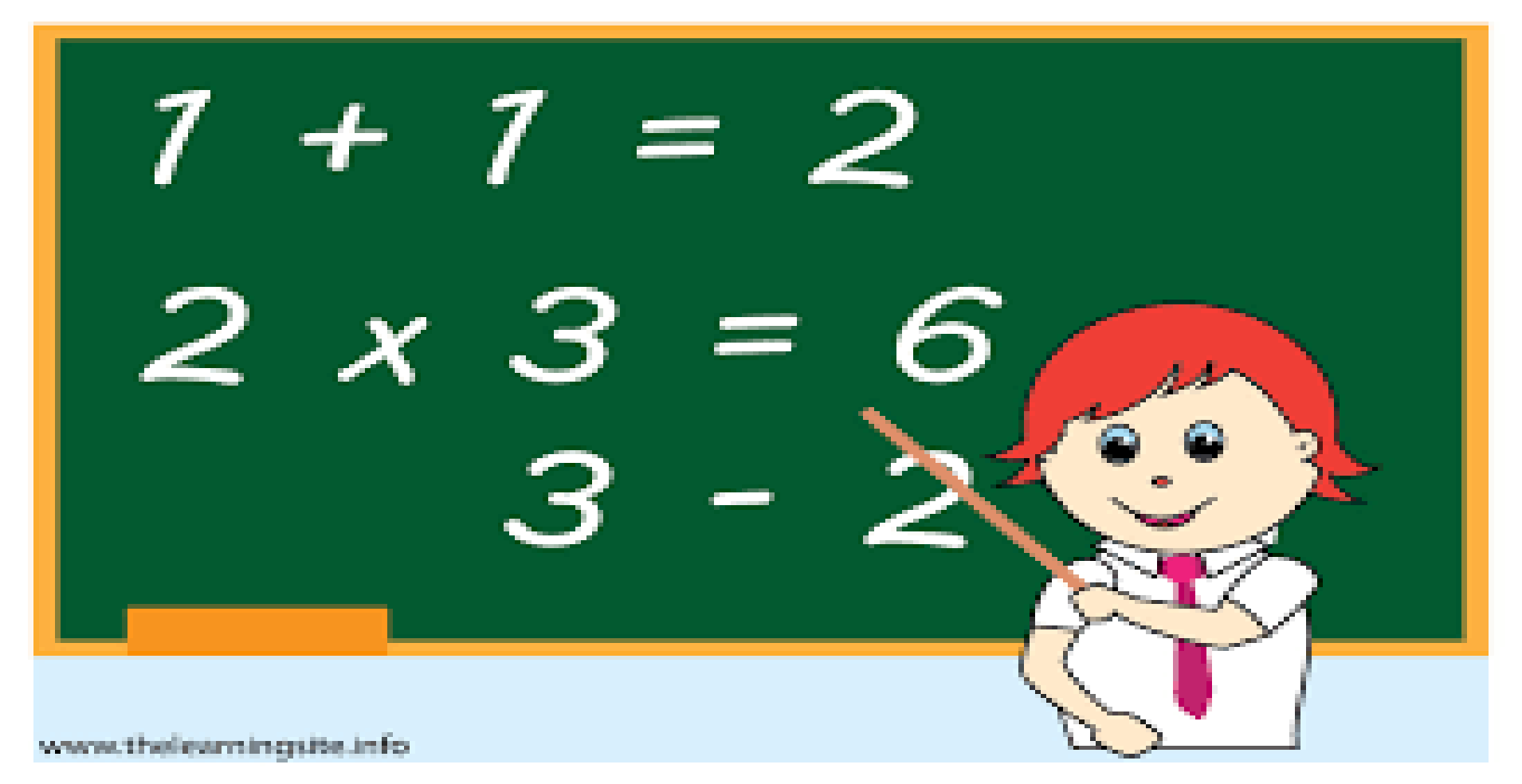
A car is not living.

A ..... is not living.

A ..... is living.

A ..... is not living.

MATHEMATICS



How to organise classroom activities in primary school

In young learners, acquisition of the foreign language follows the same patterns as the acquisition of the mother tongue. Therefore the teacher has to take into consideration that the learner initially will just be listening and responding to the language and that spoken production should not be forced. The CLIL teacher should involve the children in many listening and responding activities, such as miming, problem solving tasks and games. As the attention and concentration span of a young learner are short, change of pace in activities is recommended.

An activity for the primary school

The game practises an arithmetic and a linguistic component (prepositions). The arithmetic component aims at checking the children's knowledge of multiplication tables, the learning of the preposition component is incidental. This game allows the children who may be weak in arithmetic still to be able to experience success by choosing the correct preposition.

Materials:

Picture cards with drawings of relative positions (a person sitting on a chair, on the floor, on the table, under the table, etc.)

1 The teacher asks children to multiply two numbers (e.g. 4x5).
2 The children write down the answer.
3 Each child chooses a relative position (Sitting on the chair, on the floor, on the table, under the table etc.)
4. One child draws one relative position card from the pack and says what the picture shows.
5 The children who have chosen the correct relative position get a point.
6 The teacher asks children to say the answer to the multiplication question out loud.
7. The children who provide the correct answer get a point.

PHYSICAL EDUCATION

Football Skills

Aims

Content

- football skills: control and first touch

Language

- Lexis — football terminology
- Skills — Listening

Preparation

- This activity requires an internet connection in the classroom to watch the video. I suggest you downstream the whole video before the lesson begins so that it plays smoothly during the lesson.
- Prepare one worksheet per pupil, or alternatively project / write the questions on the board and tell pupils to copy them into their books.

Procedure

- Ask pupils to brainstorm all the football words they know in English.
- Play the video and ask pupils to listen for the football words they listed before. (Football words in the video include: ball, dribble and pass)
- Give out the worksheet, let pupils read the questions without answering yet. Let pupils check/look up any unknown vocabulary in the questions.
- Play the video again. Pupils answer the questions whist watching.
- If necessary, play the video again.
- Check answers by playing the video and stopping before and after the answer to the question is given. The answers are: 1.b, 2.c, 3.a, 4.b, 5.b, 6.c

Extension

Go out and play, using the newly studied language to give instructions. This video is the first in a series of football training videos.

Play it safe

CLIL Physical Education Webquest

Play it safe!

1 Pre-reading

What sports do you do? Do you wear protective gear? Tell a partner.

2 Reading

Read the text. Then read the sentences and write *T* (true) or *F* (false).

PLAY IT SAFE!

Playing sports can be lots of fun, but getting a sports injury is not! There are some important things we need to think about when we're going to do sports.

First, you need to use the correct protective gear. For example, if you are going to go cycling, you need to wear a helmet to protect your head. You also need the correct equipment – a helmet, ice skates and gloves to play ice hockey. If you practise karate or other contact sports, make sure to ask the instructor about the protective gear you need. If you go skateboarding or rollerblading, you need to wear a helmet, knee pads, elbow pads and wrist protectors. Do you like sailing? If you practise water sports, you need a life jacket. If you're going to go skydiving, don't forget your parachute!

Another important thing is to warm up before you do sports. It's not a good idea to do sports without stretching first. Again, your instructor or coach can tell you what you need to do.

Finally, you need to drink lots of water when doing sports. When we do sports, we lose water and you don't want to get dehydrated!

Follow these simple tips and do your best to avoid sports injuries and play it safe!

1	You need to wear a helmet when cycling.	T
2	You need protective gear to play ice hockey.	
3	If you go skateboarding, you don't need a helmet.	
4	If you are going skydiving, you need a life jacket.	
5	It's important to warm up and drink lots of water when doing sports.	

3 Vocabulary

Complete the chart with the underlined words in the text. Then add three new words to each column. You can visit these websites to help you:

www.enchantedlearning.com/wordlist/sports www.rsmi.org.uk/articles/injury-prevention/protective-wear.html

Equipment	Sports
	

4 Vocabulary

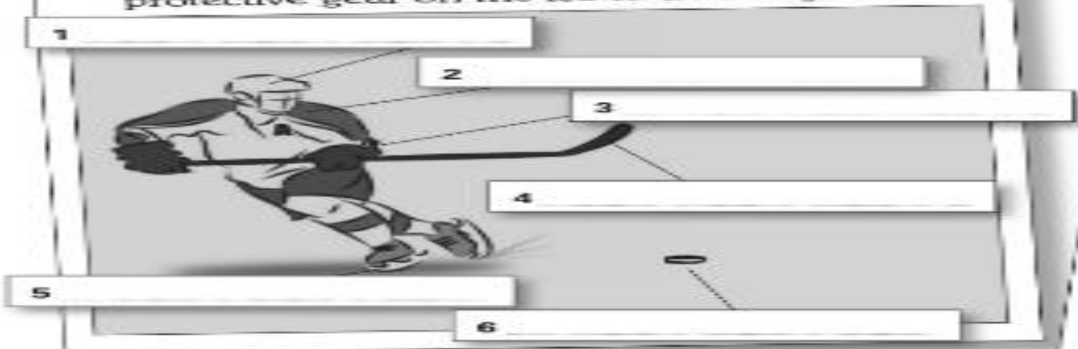
Label the ice hockey equipment with these words. You can use these websites to help you:

www.jmuhockey.com
mba.tuck.dartmouth.edu/pages/clubs/hockey/equipment.html
www.macmillandictionary.com

ice skates   hockey stick   helmet   gloves   shoulder pads   puck

ICE HOCKEY: PROTECT YOURSELF!

Ice hockey is a fun and fast sport with lots of physical contact. You need to wear the correct protective gear on the ice to avoid injuries!



Now complete the cycling poster with these words. You can use these websites to help you:

www.bicyclingforbeginners.org.uk/diagram.htm
www.safekids.co.uk/video-bicycle-safety-check.html

SAFE CYCLING

Cycling is an excellent way to get some exercise and to enjoy the great outdoors. However, before you start cycling there is something important you need to think about – safety!

Are you ready to ride? Make sure you check these things before going out on your bike.

Check your (7) ________. Make sure the pressure is correct.
Check your (8) ________ and reflectors.
Check the (9) ________. You need them to stop your bicycle.
Check the saddle and (10) ________. They need to be at the right height so you are comfortable.

5 Vocabulary

Match the words/phrases with the descriptions.

1	helmet with mask	a	If these don't work, we can't stop.
2	ice skates	b	If there is a hole in these, the air gets out and we can't control the bike.
3	gloves	c	This helps cars to see us in the dark.
4	hockey stick	d	These protect the area between the tops of our arms and our neck.
5	shoulder pads	e	This protects our head and face.
6	light	f	This needs to be the right length and weight for our body size. We use it to move the puck on the ice.
7	tyres	g	These protect our feet and ankles. They need to be the right size.
8	brakes	h	These protect our hands.

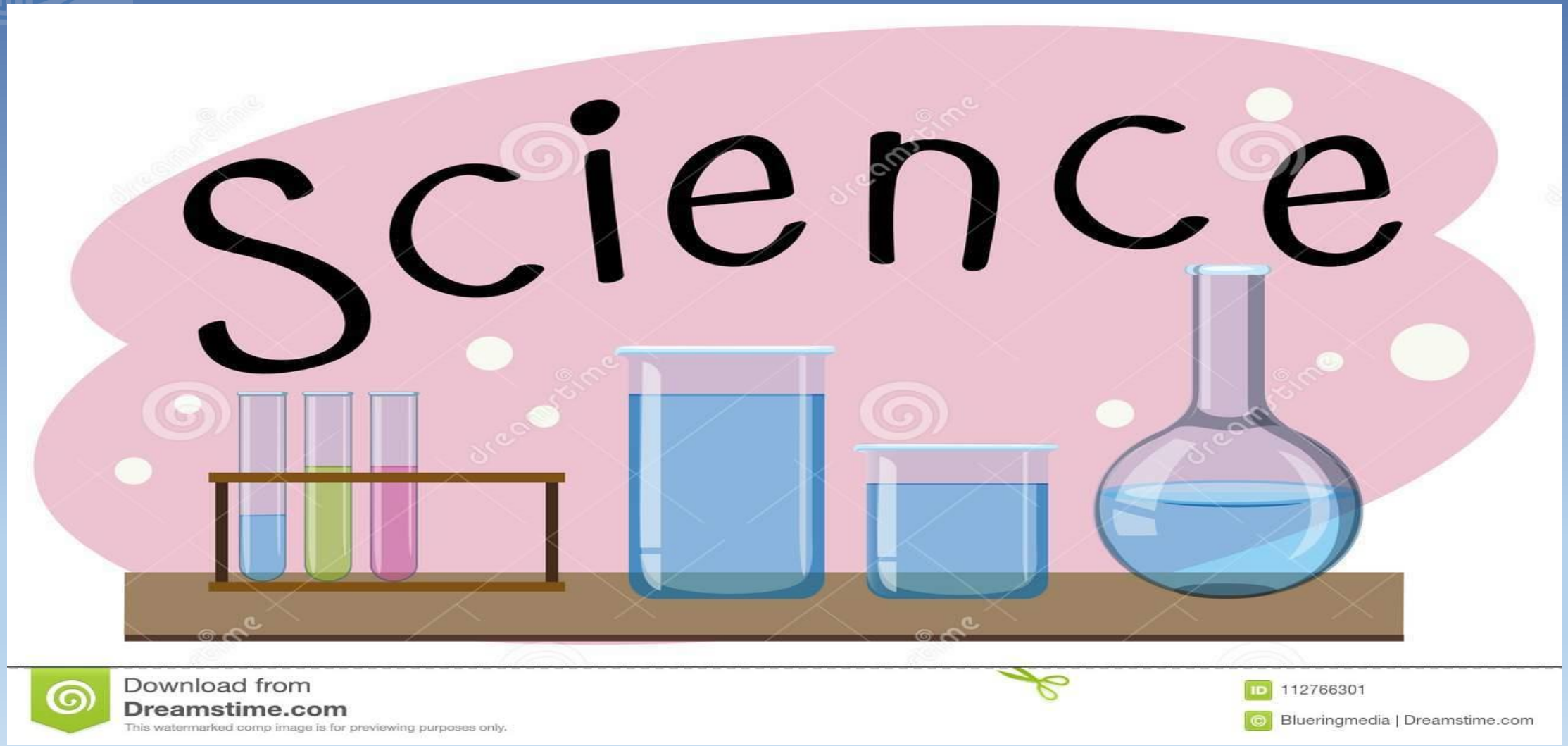
6 Project

Make a sports safety poster. Follow these steps:

- Work in groups of three or four.
- Choose a sport.
- Find out which protective gear/safety checks are important for this sport.
- Make your poster (including text and illustrations) and present it to the class.

You can visit these websites to help you:
www.nmm.ac.uk/sailsafe
www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=1573
www.safeny.ny.gov/Kids/kid-bike.htm
www.safesport.co.uk/staying_safe_playing_basketball.htm

SCIENCE


Science
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1. Vertebrates

Model activity 4 (acc. to Butkovičová, 2015)		
DATE		
CLASS		
SUBJECT	Science	
TOPIC	Vertebrates and invertebrates	
Content objectives	By the end of the lesson learners will: - be able to differentiate vertebrates and invertebrates - be able to classify vertebrates -	
Language objectives	- practice phrases: It is a/an …./ It has got….. identify pronunciation of new words	
MATERIALS	Black-board, chalk, flash cards, worksheet	
PROCEDURE		**TIME**
INTRODUCTION	Greeting, introduction	
STAGE 1 Slovak language	Motivation- interesting things from the Animal Kingdom 97% are vertebrates - there belong animals with various length – from long 8mm fish discovered in 2004 to the sperm whale – the largest of vertebrates Dinosaurs belonged to vertebrates – these were the largest ones that have ever lived in our planet + questions: What other vertebrates do you know? /big/small/ What do you know about dinosaurs?	5
STAGE 2 Switch working language to English	From the motivation elicit the terms vertebrates and invertebrates. Let students recall all they know about vertebrates and compare how they differ from invertebrates	5
STAGE 3 English language	Use flash cards- animals, ask: What is this? Name all the animals. Each child pins an animal on the t-shirt. All the animals that belong to vertebrates/ invertebrates/ have four legs/two legs come to the front.	10
STAGE 4	Read the text, use intonation, mimics, gestures. Students have their own text and follow. Divide students into groups of three. Start the competition. The first group to fill in the worksheet wins. The winners are marked 1.	20
FOLLOW UP/ HOMEWORK	Make a poster: choose 5 animals and describe them 1. It has got / hasn't got the backbone/ internal skeleton 2. Where does it belong- vertebrates or invertebretes	5
Notes		

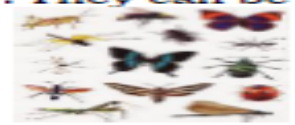
ISBN 978-80-558-0889-5

Worksheets

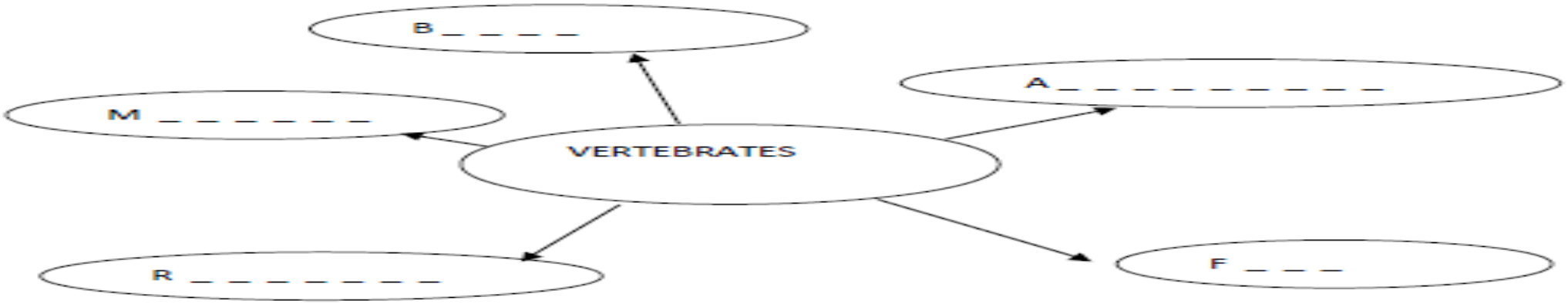
VERTEBRATES AND INVERTEBRATES

There are two kinds of animals in the Animal Kingdom- vertebrates and invertebrates.

Vertebrates have got backbone  and internal skeleton  . They can be small and big. Small vertebrate is a  and the big one is an  . Vertebrates are classified into 5 groups: fish, amphibians, reptiles, birds and mammals. **Fish** live in the water. Their skin is covered in scales  and they have got fins  to swim.

Amphibians can live in water and on land. Their skin is wet and they don't have scales. Frogs are amphibians. **Reptiles** have scales. Snakes turtles or crocodiles are reptiles. **Bird´s** body is covered in feathers  (a feather). They have got wings and can fly. **Mammals** have got skin or fur  and their babies drink milk. **Invertebrates** haven't got backbone or internal skeleton  . They can be very small like a lady bug  or very big like an octopus  . Insects  are the largest group of invertebrates.

1. HOW DO WE CLASSIFY VERTEBRATES?



2. CIRCLE VERTEBRATES WITH RED AND INVERTEBRATES WITH BLUE:

HORSE FROG LADYBUG GRASSHOPPER DRAGONFLY
SNAIL JELLYFISH RABBIT FISH CROCODILE
OCTOPUS STARFISH EARTHWORM

3. WRITE VERTEBRATES OR INVERTEBRATES:

Animals with backbones are .....

Animals with no backbones are .....

Boys and girls are .....

Insects are .....

4. READ AND CIRCLE THE CORRECT WORD

Vertebrates/ invertebrates have got an internal skeleton.

Frogs/ butterflies are invertebrates.

Fish have got *fins/ scales* to swim.

Reptiles have got *skin/ scales.*

Frogs are *mammals/ amphibians.*

2. Magnification

CLIL Science Lesson: Magnification

Content Objectives
- ✓ to understand magnification and distortion
- ✓ to describe properties of mirrors and water
- ✓ to understand the role of light in magnification and distortion

Science Process Skills
- ✓ to compare and contrast properties of mirrors and water
- ✓ to develop a hypothesis
- ✓ to observe an experiment to see if water can act like a fun house mirror
- ✓ to describe a sequence of events
- ✓ to determine cause and effect
- ✓ to take notes and record data

Language Objectives
- ✓ to ask and answer questions
- ✓ to use content-related and scientific vocabulary
- ✓ to use the language of speculation and cause & effect

Learning Strategies
- ✓ to access prior knowledge
- ✓ to ask for clarification
- ✓ to predict
- ✓ to collaborate cooperatively
- ✓ to draw conclusions

Vocabulary

act like distort newspaper smaller bend distortion outwards spoon big drop plastic step(s) bigger enter procedure stick cause experiment reflect surface change fishbowl report tall clear fun house short text curve(d) light size water direction magnification slow down distance mirror small

phrases: Can water act like a fun house mirror? If so, why?
What will happen?
I think _____ will happen because _____.

Procedure

1. The teacher begins by reminding students of a rhyming poem they read yesterday about a trip to the Fun House and the different mirrors there. She holds up illustrations and repeats the poem as students listen. Then she has them repeat the poem with her as she points to the corresponding pictures. She asks questions about the mirrors: *How many mirrors are in the Fun House? Are they all the same? How are they different? What effect do the mirrors have?* The class discusses the poem, illustrations, and answers questions.
2. The teacher passes around a large, shiny metal spoon. Students look at their reflections in the back of the spoon. The teacher encourages the children to say how the spoon is like the Fun House mirrors in the poem: the children's reflections are distorted, just like the reflections in the mirrors.
3. Next, the teacher poses the research question: *Can water act like a fun house mirror? If so, why?* She has the children gather around as she conducts an experiment. A page from a

newspaper is covered in transparent plastic. She carefully drops ONE large drop of water in the centre of the clear plastic. (The curved drop acts as a lens.)

4. Holding the drop of water on the plastic about an inch or so above the newspaper, she invites the children to look down through it. What do they think they will see? What do they see?
5. The teacher allows students to experiment with single drops of water of different sizes held at different distances from the newspaper. What do they observe? How does the text change each time? Students report their observations in small groups.
6. Next the teacher holds up a clear fishbowl full of water. She invites the children to predict what will happen when a student holds the fishbowl in front of his face. The students call out their predictions and then they watch as the student holds the fishbowl in front of his face. The teacher asks if the boy's face is bigger or smaller, and explains that the water has magnified and distorted his face. All the students take turns holding the fishbowl up to their faces and describing the results.
7. Last, the teacher puts the fishbowl about half full of water on the desk and puts a stick at an angle into the water. Students look down into the bowl. The teacher asks if the stick looks different, and if so, how and why. Students in pairs work out their ideas and then share them with other pairs.
8. The teacher writes any of their ideas that have relevance on the board, and then explains, using gestures and board drawings to scaffold her explanation: *As light enters the water, it slows down. If the surface of the water is curved, it bends the light in a new direction. The curve of the water sends the light outwards, and as it gets bigger, it causes magnification.* Students listen to the explanation again, repeating the key ideas out loud. Then they retell what happened in pairs, and finally, write a summary report using sentence frames the teacher writes on the board.
9. For reinforcement and family involvement, the teacher assigns replication of the experiment with a spoon and a glass of water at home, followed by a written report. Through content-rich instruction such as the science lesson above, students learn and use language in an immediate and meaningful way. The target language is the vehicle through which they meet social and academic needs, employ learning strategies and critical thinking skills, and expand and display their knowledge of curricular content.

TECHNOLOGY

THE TECHNOLOGICAL PROCESS

The Technological Process

Technology helps us to solve the problems of everyday life. Whatever the problem, the steps we follow to solve it are almost always the same. The technological process consists of the following phases, but you have to match them with the pictures. Do it in pairs and then discuss whether the pictures are in the right order or not.

a- Plan the work

1 _____ 2 __e____ 3 _____ 4 _____ 5 _____

b- Build the object
c- Identify the problem or need
d- Check the object (testing and evaluation)
e- Explore different design ideas

1- _____

2- **Explore** different design ideas

3- _____

4- _____

5- _____

ANSWER KEY

The Technological Process

Technology helps us to solve the problems of everyday life. Whatever the problem, the steps we follow to solve it are almost always the same. The technological process consists of the following phases, but you have to match them with the pictures. Do it in pairs and then discuss whether the pictures are in the right order or not.

a- Plan the work
b- Build the object
c- Identify the problem or need
d- Check the object (testing and evaluation)
e- Explore different design ideas

*1 _c_ 2 _e_ 3 _a_ 4 _b_ 5 _d_*

The pictures are in the correct order

1- **Identify** the problem or need

2- **Explore** different design ideas

3- **Plan** the work

4- **Build** the object

5- **Check** the object (testing and evaluation)

The Technological Process

1- The following paragraphs explain the different stages of the technological process. Identify the phase described in each one. Then cut them out and paste them in order in your notebook.

A _____

Now, we must divide up the work so that each person or pair has a role to play. We should make a timetable, get the materials and tools and prepare everything we need to create our design.

B _____

In order to solve a problem, you need to clearly address what the problem is. Identifying the problem is essential to finding possible solutions. However, you must remember that *with the passing of time*, technology advances and new solutions are created, so the best solution today might not be the best solution in the future.

C _____

The last step is to check whether the constructed object solves our original problem. We must take several issues into account:

Appearance: You must try to make your technological object attractive.
Operation: Is it easy to use? Does it do what we wanted it to do?
Materials: Are they recyclable? Could you change some materials for cheaper ones?
Durability: How long can it last? Does it break easily?
Maintenance: How many operations will you have to do every season?
Security: Is it dangerous? Are there flammable or poisonous parts?

Finally, remember that the phases of the technological process are not always the same. When you install your object, unexpected problems often arise and so you will have to think of new solutions as you go along.

D _____

In this phase, our ideas are turned into a real object. To do this, we must use the different techniques that we have learned. With tools, (*scissors, wood saw, hammer*…), we create the different parts of our design, according to the sketch. Finally, we mount the object.

E _____

In this phase, you must use your creativity and scientific-technological knowledge, as well as considering functional and aesthetic issues – is the product useful and attractive? You can use the Internet, books and magazines to find information. Then, you must edit the information that you have found. We will have to think about several ideas and make the necessary modifications. We may also combine different ideas to create one final design. Finally, we must draw the object and investigate the materials we could use.

2– Two synonyms for the word "phase" in this context are "_____" and "_____".

ANSWER KEY

The Technological Process

1 – The following paragraphs explain the different stages of the technological process. Identify the phase described in each one. Then cut them out and paste them in order in your notebook.

B **1: Identify** the problem or need

In order to solve a problem, you need to clearly address what the problem is. Identifying the problem is essential to finding possible solutions. However, you must remember that *with the passing of time*, technology advances and new solutions are created, so the best solution today might not be the best solution in the future.

E **2: Explore** and design

In this phase, you must use your creativity and scientific-technological knowledge, as well as considering functional and aesthetic issues – is the product useful and attractive? You can use the Internet, books and magazines to find information. Then, you must edit the information that you have found. We will have to think about several ideas and make the necessary modifications. We may also combine different ideas to create one final design. Finally, we must draw the object and investigate the materials we could use.

A **3: Plan** the work

Now, we must divide up the work so that each person or pair has a role to play. We should make a timetable, get the materials and tools and prepare everything we need to create our design.

D **4: Build** the object

In this phase, our ideas are turned into a real object. To do this, we must use the different techniques that we have learned. With tools, (*scissors, wood saw, hammer…*), we create the different parts of our design, according to the sketch. Finally, we mount the object.

C **5: Check** the object (testing and evaluation)

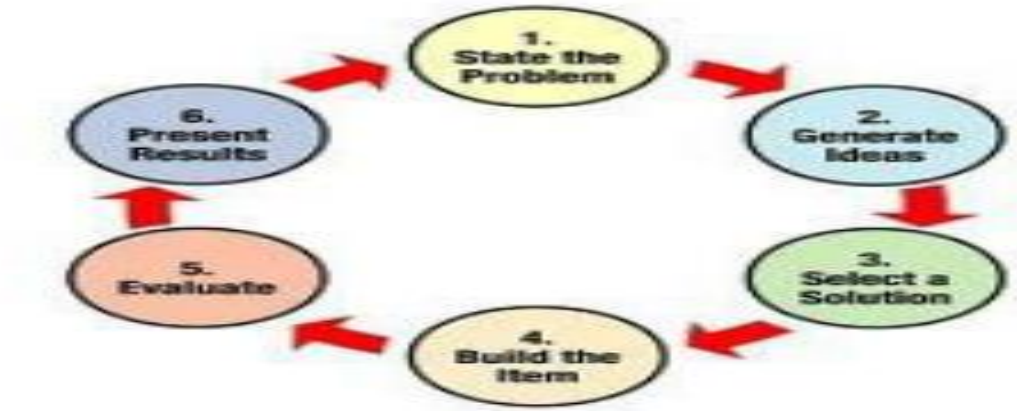
The last step is to check whether the constructed object solves our original problem. We must take several issues into account:

Appearance: You must try to make your technological object attractive.
Operation: Is it easy to use? Does it do what we wanted it to do?
Materials: Are they recyclable? Could you change some materials for cheaper ones?
Durability: How long can it last? Does it break easily?
Maintenance: How many operations will you have to do every season?
Security: Is it dangerous? Are there flammable or poisonous parts?

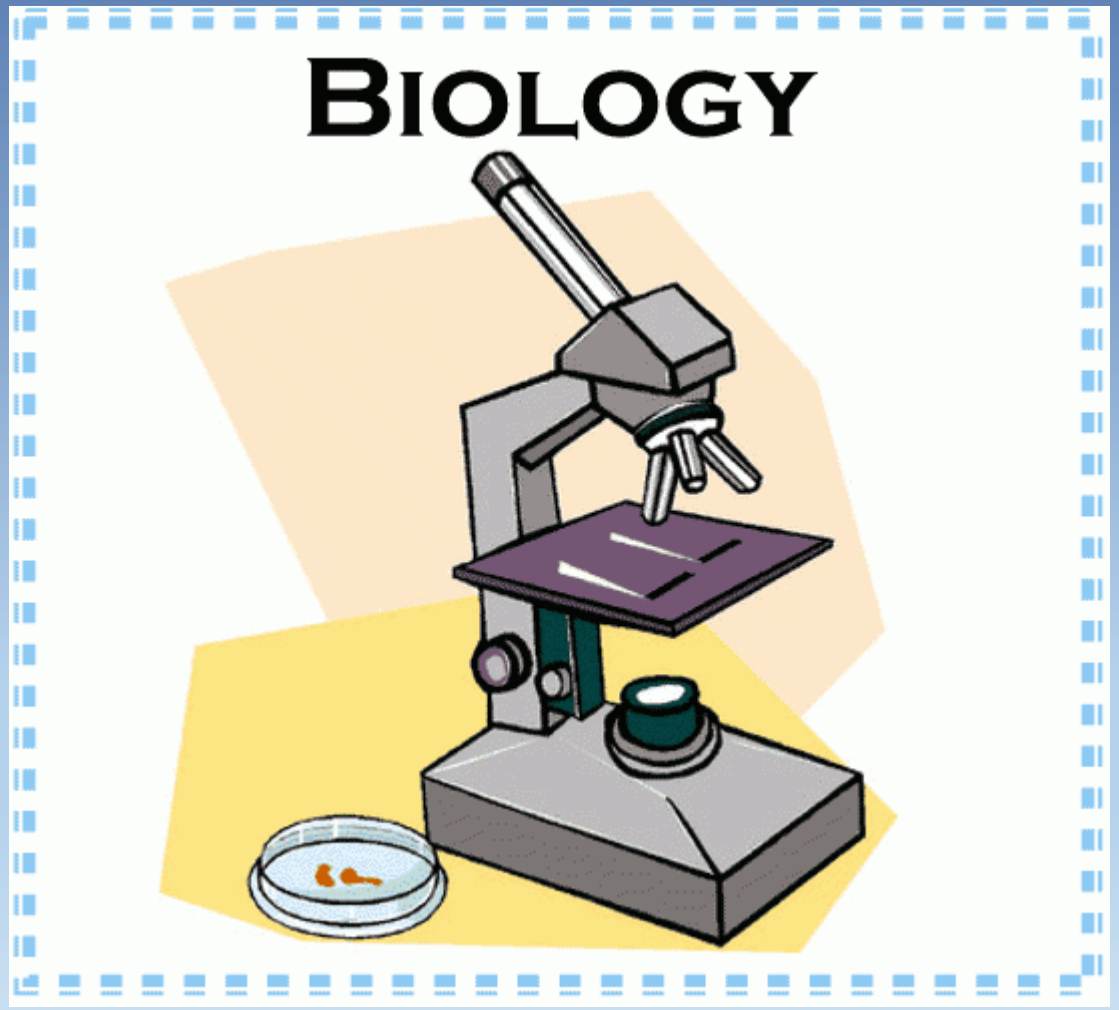
Finally, remember that the phases of the technological process are not always the same. When you install your object, unexpected problems often arise and so you will have to think of new solutions as you go along.

2- Two synonyms for the word "phase" in this context are "step" and "stage".

The Technological Process



BIOLOGY



DNA & Genetic Engineering

CLIL • Biology

13

DNA and Genetic Engineering

1 Do you look like your parents? Which characteristics do you think you inherited from them?

2 Look at the title of the text and the picture. Why do you think the writer describes DNA as 'a very large molecule'? Now read the text and check your answer.

DNA – a very 'large' molecule

From the beginning of time, humanity has wondered how certain characteristics could be passed on from one generation to another. Deoxyribonucleic acid (DNA), the material which programmes many of our physical and psychological traits, was first identified in 1869 by the Swiss scientist Friedrich Meischer. But it was not until 1953 that the molecular structure and distinctive double helix shape of DNA was known. Discovered by Francis Crick and James Watson, this was the real breakthrough that has made advances in molecular biology possible.

DNA is the best known of a series of acids called nucleic acids. These acids are **made up of** smaller nucleotide molecules. A nucleotide has three parts:

- a sugar molecule
- a phosphate group
- a base containing nitrogen

There are four types of base: adenine, guanine, thymine, and cytosine. These are sometimes abbreviated to A, G, T, and C. It is the bases that contain hereditary information. A series of nucleotides is called a polynucleotide **chain**. DNA consists of two of these polynucleotide chains.

The interconnections between these two chains, which keep them together, are hydrogen **bonds**. The two interconnected chains form themselves into the shape of a double helix.

Chromosomes are the biological **carriers** of hereditary information. DNA is stored in chromosomes in the nucleus of cells. Inside human cells there are 46 pairs of chromosomes, 23 pairs supplied by each parent.

Crick and Watson's discovery marked the arrival of molecular biology and genetic engineering, and the modern day uses of DNA in industry, medicine, solving crime and agriculture.

A strand of DNA

Glossary:
has wondered – *si è domandato*
helix – *elica*
made up of – *composti di*
chain – *catena*
bond – *legame*
carrier – *portatore*

3 Match the words from in the text (1–5) to the definitions (a–e).

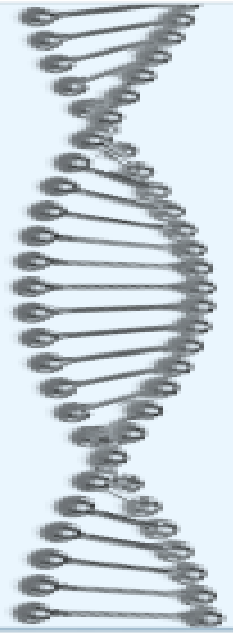
1 ____	molecule	a genetically transmitted or passed on
2 ____	traits	b the tiny structures in the cell nucleus that carry biological information
3 ____	breakthrough	c the smallest part of a chemical compound
4 ____	hereditary	d a sudden important discovery or development
5 ____	chromosome	e a genetically-determined characteristic

4 Answer the questions.

1 What does DNA stand for?
2 What did Crick and Watson discover in 1953?
3 What function do A, G, T, and C have?
4 What do chromosomes do?
5 How is Crick and Watson's discovery used today?

5 **Read and complete the text about genetically modified crops with the words from the box. Write them in the correct spaces (1–7).**

chemicals nutritional plants molecule nature process grow



Genetically modified crops

Genetic engineering is the [1] _____ in which genes are modified artificially by being taken from one organism and inserted into the cells of another. Today, the agricultural industry in some countries uses genetic engineering to genetically modify **crops** (GM crops) and animals. These are animals and [2] _____ that have had their genetic **make-up** changed by scientists adding another gene from a different living creature. This creates modified organisms that might never evolve in [3] _____.

GM crops are made for many different **purposes**, the main one being to develop crop or animal varieties able to survive without the use of **harmful** [4] _____ like pesticides.

In addition, supermarkets can sell food more cheaply, because tomatoes and other fruits and vegetables can be genetically engineered to stay fresh **longer**. Plants can be developed which can [5] _____ in poor weather and **soil** conditions. This could help people grow food in developing countries where extreme climate conditions often make this difficult.

Some people think that GM crops **damage** human health by causing allergies, and that it is **unethical** for scientists to experiment with the **taste**, quality, and appearance of food. People are also worried about the [6] _____ quality of genetically modified food. One thing is certain – whether you agree with them or not, the discovery of a tiny [7] _____ called DNA made it all possible!

Glossary: crop – coltura
make-up – composizione
purpose – scopo
harmful – nocivi
longer – più a lungo
soil – terreno
damage – nuoce
unethical – immorale
taste – sapore

6 **Answer the questions.**

1 What is genetic engineering?
2 What are genetically modified crops?
3 List some advantages and disadvantages of genetically modified crops.

What do you think?

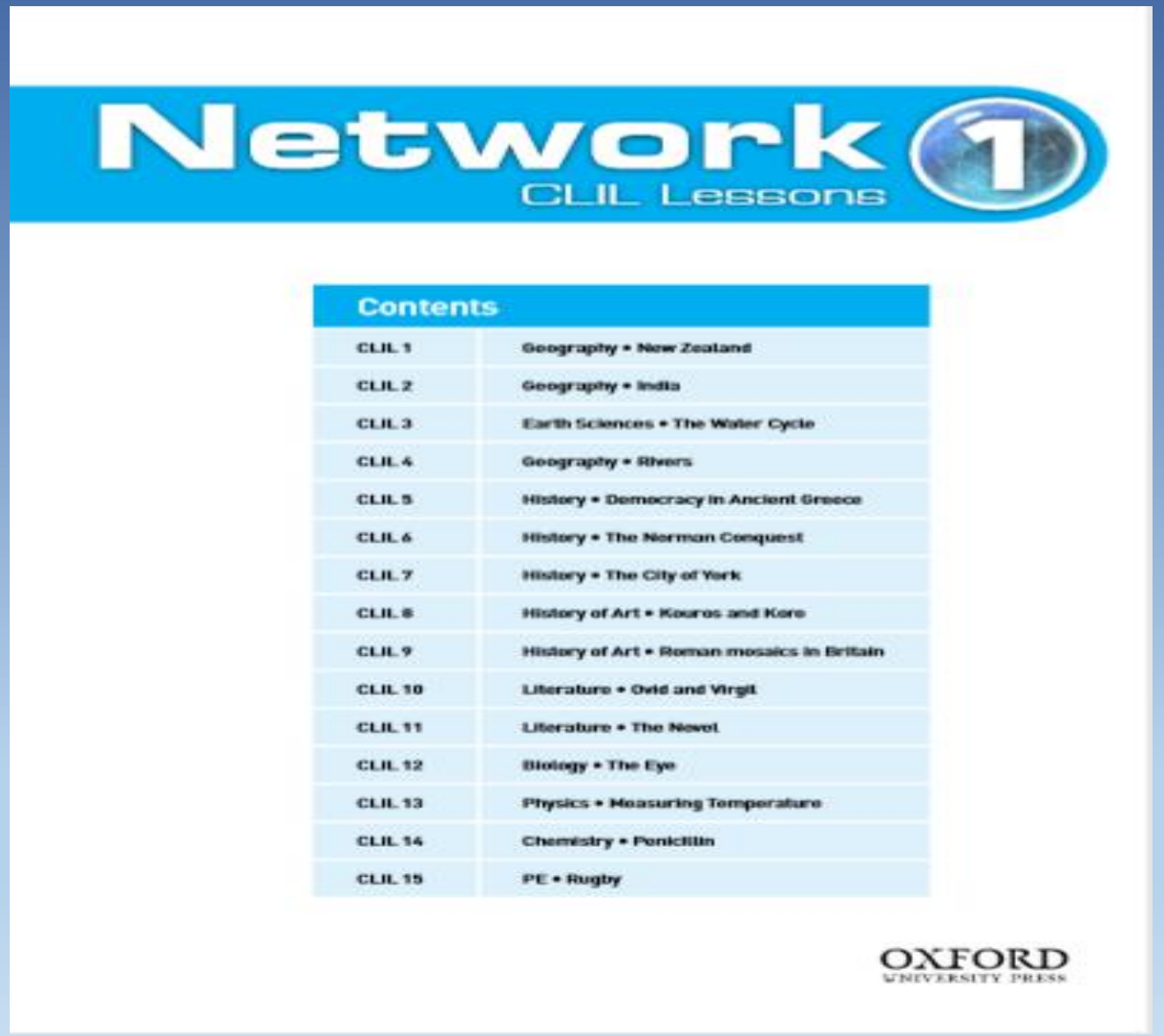
1 Would you buy or eat genetically modified food? Why?/Why not?

MINI-PROJECT

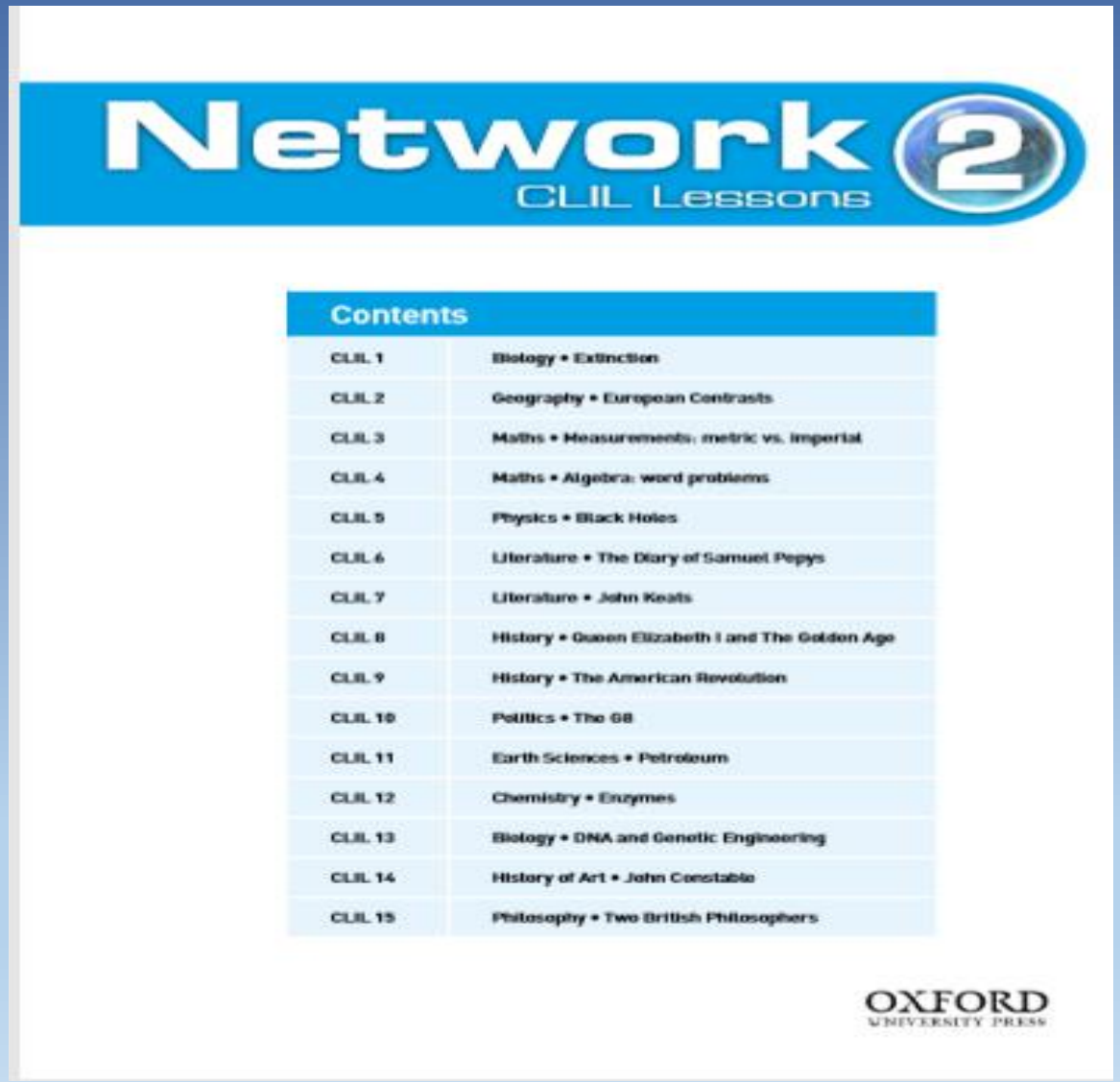
James Watson directed the Human Genome Project. Write a short text about the Human Genome Project. Include the following information:

- which countries were involved
- what the project was about
- its goals
- its outcomes

Network 1 – CLIL Lessons



Network 2 – CLIL Lessons



CLIL ASSESSMENT – GEOMETRY & HISTORY

CLIL assessment in a lower secondary school

A CLIL experiment

A lower secondary school, with students aged 11-14 that learn two foreign languages (French and English), has introduced a CLIL activity which involves the teaching of parts of two subject curricula in French. In particular, in the first year, History and Geometry are taught in French for one hour per week each. The language teacher and the subject teacher work together during the lessons.

Topics were chosen following two criteria: reinforcement of topics partly dealt with in the mother tongue and development of new topics in L2.

For the CLIL lessons, only authentic material used in French schools were selected.

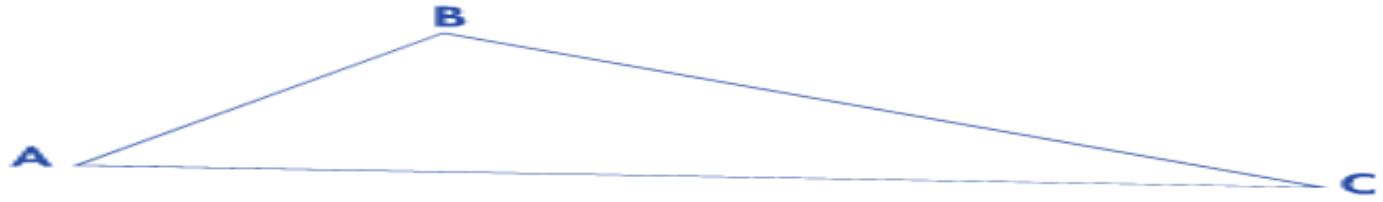
Assessment in CLIL: examples

1-geometry

Assessment was carried out using authentic materials: one example is given below (the whole assessment consisted of six tests). The necessary L2 competence was related to comprehension. Open questions were seldom used; in such cases students were allowed to answer in Italian.

Note: The test actually given was written in French.

1- Consider a triangle ABC



At C, draw the parallel d to line AB
At B, draw the parallel d' to line AC
Indicate with I the point of intersection between d and d'
What can be said about the quadrilateral ABIC?

Answer: .....

2-history

The test given at the end of the school year aimed to assess in French the History knowledge acquired in both Italian and French. An example is given below (the complete test consists of 10 grids and a worksheet).

1 - Tick the right box

	The Egyptians	The Mesopotamians	The Phoenicians	The Jews
They lived mostly by farming alongside rivers				
They lived mostly by sheep farming in the nomadic period, and by fishing and farming in the sedentary period.				
They lived mostly on maritime trade in the Mediterranean.				

Each test was evaluated following subject-specific criteria. Each student obtained results similar to those they would have obtained in comparable tests in the Italian language. Even in the light of the small-scale experience, the outcome would demonstrate that the use of L2 did not hinder learning.

Box edited by Elisabetta Visintainer, French teacher.
The activity was carried out at Scuola Media Colonni - Milan, Italy, in the school year 1999-2000.

STUDENT EVALUATION QUESTIONNAIRE

FRENCH AND HUMANITIES PUPIL EVALUATION QUESTIONNAIRE

Please tick one box for each answer.
1. Using French in Humanities has been

Interesting:	25 %
OK:	75 %
Boring:	0 %

2. How did you find each of these activities? Please tick 1 box for each activity.

Activity	Very Easy 1	2	3	4	Very Hard 5
Learning new vocabulary in your French lessons linked to Humanities lessons	73% of pupils found it easy or very easy. Only 4% found it hard or very hard.				
Practising the vocabulary in your Humanities lesson with your Humanities teacher	81% of pupils found it easy or very easy. Only 4% found it hard or very hard.				
Using language card games in Humanities lessons to practise Bayeux Tapestry vocabulary	85% of pupils found it easy or very easy. 12% found it hard or very hard.				
Using French vocabulary with a partner to match phrases and pictures on the Bayeux Tapestry	71% of pupils found it easy or very easy. 13% found it hard or very hard.				
Acting out a scene about the Domesday Book in French	77% of pupils found it easy or very easy. 14% found it hard or very hard.				

3. How interesting did you find these activities?

Activity	Very Interesting 1	2	3	4	Very Boring 5
Learning new vocabulary in your French lessons linked to Humanities lessons	45% of pupils found it interesting or very interesting. 15% found it boring or very boring.				
Practising the vocabulary in your Humanities lesson with your Humanities teacher	52% of pupils found it interesting or very interesting. Only 7% found it boring or very boring.				
Using language card games in Humanities lessons to practise Bayeux Tapestry vocabulary	78% of pupils found it interesting or very interesting. Only 7% found it boring or very boring.				
Using French vocabulary with a partner to match phrases and pictures on the Bayeux Tapestry	78% of pupils found it interesting or very interesting. 11% found it boring or very boring.				
Acting out a scene about the Domesday Book in French	71% of pupils found it interesting or very interesting. 13% found it boring or very boring.				

4. What did you gain from using French in Humanities (what was positive about it?)

'We learnt about the Bayeux Tapestry in a fun new way.'

'I can now do Humanities in two languages. So if a French person came to me and asks a question about it I could tell him the answer.'

STUDENTS' COMMENTS

'I enjoyed learning French in Humanities because I learned a variety of words that I didn't know before.'

'I gained more French skills and the teamwork made it fun.'

'I thought it was very cool doing French in Humanities. I also thought that we were getting more education and I enjoyed French in Humanities."

'I thought it helped me to use my French properly because I had double French lesson.'

'I learnt more French than I would normally.'

'I gained a lot of understanding because I don't usually do well in French but this time I learnt it quite well."

'I like it because you learn two things in one lesson so we learned French in Humanities.'

5. What do you think we should do differently with this project next year?

'Make it longer and add more detail."

'Nothing. I found it fun and interesting."

'Make it a bit longer especially the bit where we act it out."

TEACHER EVALUATION (1)

Teacher Evaluation of LinkedUp CLIL Project

School Name:	Pilton Community College		
Curriculum Areas:	French and History	Year Group(s):	7 Mixed ability
Title of Project:	French Norman Conquest - CLIL		
Teachers:	Karen Cassar, Sarah Moore, Lee Jackson	Date:	18th February 2011

Please comment on the impact this activity has had on the pupils involved:

Pupils have increased confidence in learning French (see pupil evaluations).

Pupils enjoyed seeing a teacher outside of the modern languages department having linguistic competence and being proud of it. Pupils recognise the importance of learning a language.

Pupils have experienced of a range of language learning activities in both French and history lessons.

Pupils used French for a real purposes in their history lessons:

- To match up the Bayeux Tapestry phrases in French with visual scenes from the Bayeux Tapestry.
- To act out a survey in French to collect information for the Domesday Book

Through completing the activities in French pupils gained a greater understanding of what it was like for the Saxons post conquest when a new language was forced on them.

Please comment on the impact this activity has had on you and any other staff involved:

The project funding enabled staff to spend quality time developing resources. Cross-curricular links between staff were strengthened as staff had an opportunity to plan with colleagues to deliver a more creative curriculum, reflect about their own practice and share ideas.

French staff developed an understanding of the learning outcomes in history for these units of work as learning outcomes were measured in history lessons and not French lessons.

History teacher developed confidence in linguistic ability and used a range of different teaching strategies, e.g. quizzes, flashcards. French sound files were created to support the delivery of French in history lessons.

The visits to other schools and the collaborative nature of the project were very beneficial. Resources and expertise have been shared and the links we have established will be maintained in the future.

TEACHER EVALUATION (2)

Any suggestions for improvement (e.g. What was the most effective part of this activity for you and why? What was the least effective and why?)
The most effective part of the project was the collaborative planning and review of our own teaching practice. The constraints of the curriculum meant we were limited to seven lessons (3 French lessons and 4 lessons in history). It would have interesting to develop the project over a larger number of lessons.

CLIL ESSENTIALS

Quality, ethical CLIL is:

- ✓ **not** simply a matter of changing the language of instruction
- ✓ **not** just for high achievers
- ✓ **not** elitist
- ✓ **not** a means for suppressing the L1.

MANAGING THE AFFECTIVE SIDE

CREATING A SECURE LEARNING ENVIRONMENT

- ✓ students help set rules
- ✓ no labelling of students
- ✓ no ridicule or sarcasm

MAKING INTENDED LEARNING EXPLICIT & VISIBLE

STUDENTS SEE & DISCUSS CONTENT, LANGUAGE & LEARNING SKILLS OUTCOMES

Content
1. You can name in writing the fifteen major tectonic plates.

2. You can explain how tectonic plates affect one another.

Language
3. You can use analogies in scientific descriptions, including explaining their limitations.

Learning skills
4. You will be able to summarise other students' ideas.

tectonic plates affect one another
make up the earth's crust
form major tectonic plates
are in constant movement
pass each other
collide into each other
move under (on top of) each other
melt into molten rock
become magma
release gases
cause volcanic eruptions

to move as slowly as fingernails grow
Shield volcanoes resemble a Roman soldier's shield lying on the ground.

'MJ predicts that the next level-seven eruption will occur in Italy in ..., because on average there is a level-seven eruption every ... years.'

HIGH EXPECTATIONS + HIGH LEVELS OF ENGAGEMENT FOR ALL

THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

CLIL is

a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.*

MAKING ACADEMIC LANGUAGE VISIBLE

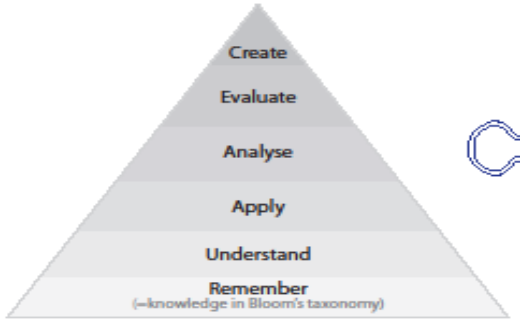
e.g., discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, …

REFLECTING ON LEARNING

Every day discussing with students:

- ✓ progress in meeting goals
- ✓ the learning process
- ✓ what to change / how to move forward.

FOSTERING CRITICAL THINKING



(Anderson, Krathwohl *et al.*, 2000)

TAKING TIME FOR MAKING LEARNING MEANINGFUL

- ✓ not just concentrating on understanding
- ✓ fostering relational links (e.g., drawing out and linking key concepts)
- ✓ connecting with students' interests

SCAFFOLDING LANGUAGE

e.g., using short sentences and paragraphs, repeating nouns instead of using pronouns, underlining key phrases, brainstorming topic-related language, students writing own definitions, organising vocabulary in categories, pre-using vocabulary and discourse patterns …

REFLECTING ON TEACHING

- ✓ leading by example / showing that you too are a learner
- ✓ assessing and discussing your own work

SCAFFOLDING CONTENT

e.g., using advance and other graphic organisers; highlighting key facts; using plenty of subheadings; using analogies; building on students' existing skills, knowledge and understandings; reducing the number of problems or facts presented at one time; teaching learning skills;…

FOSTERING LEARNER AUTONOMY

- ✓ giving students choices to make
- ✓ teaching learning skills
- ✓ negotiating decisions about the learning process with students

COOPERATIVE LEARNING

- ✓ positive interdependence
- ✓ face-to-face promotive interaction
- ✓ individual and group accountability
- ✓ interpersonal and small group skills
- ✓ group processing

(Johnson and Johnson, 2001)

CONNECTING WITH CLIL LANGUAGE SPEAKERS AND THEIR CULTURE(S)

e.g., email projects, student exchanges, Internet forums, partner schools, e-pals, analysing how two cultures view one historical or cultural event, ...

ASYMMETRY IN CLASSROOM TALK IN FAVOUR OF STUDENTS

- ✓ more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
- ✓ students speak, read and write more than the teacher

Design: www.tm.ee

* This definition builds on a definition by Maljers *et al.* (2007), and has benefited from personal communication with Genesee (2010) and Frigols Martín (2010).

VIDEOS

- HOW TO BRING CLIL INTO YOUR CLASSROOM: https://www.youtube.com/watch?v=kR6OnEqq1Fc
- CLIL – WHAT IS CLIL?: https://www.youtube.com/watch?v=2h33LnIqR1c
- CLIL – A BRIEF INTRODUCTION: https://www.youtube.com/watch?v=uIRZWn7-x2Y
- DAVID MARSH ON CLIL: https://www.youtube.com/watch?v=-Czdg8-6mJA
- CLIL PRINCIPLES: https://www.youtube.com/watch?v=ssPbrPpuXbI
- DO COYLE – WHAT IS THE 4 Cs TEACHING FRAMEWORK. 4-7: https://www.youtube.com/watch?v=UWzkYDiKQE4&t=194s
- CLIL LESSON – CG BIOLOGY: https://www.youtube.com/watch?v=ARuag4WzDDs&t=192s
- CLIL LESSON PLAN: https://www.youtube.com/watch?v=jjvAKD19pr8&t=9s
- CLIL LESSON – RECYCLING: https://www.youtube.com/watch?v=S_FE_83VfxM
- CLIL SESSION – HEALTHY FOOD: https://www.youtube.com/watch?v=iM25Iz_47FI&t=683s
- SIX VIDEOS DEMONSTRATING CLIL USED IN CLASSES FROM PRIMARY SCHOOLS AND VOCATIONAL COLLEGES: https://www.youtube.com/watch?v=dFuCrxRobh0&t=1s

ONLINE SOURCES

- ONE STOP ENGLISH - CLIL WEBSITE

http://www.onestopenglish.com/clil

- BRITISH COUNCIL WEBSITE

https://www.teachingenglish.org.uk/article/clil-a-lesson-framework

- NETWORK 1-CLIL LESSONS-OXFORD UNIVERSITY PRESS

https://elt.oup.com/elt/students/networkitaly/clil/Network_1_CLIL_Lessons.pdf?cc=gr&selLanguage=en

- NETWORK 2-CLIL LESSONS-OXFORD UNIVERSITY PRESS

https://elt.oup.com/elt/students/networkitaly/clil/Network_2_CLIL_Lessons.pdf?cc=gr&selLanguage=en

- CLIL lesson plans

http://www.teachingenglish.org.uk/teaching-teens/resources/clil

http://www.macmillaninspiration.com/new/resources/web-projects

http://www.onestopenglish.com/clil/what-is-clil/free-sample-material/

http://www.scribd.com/doc/67960676/CLIL-Lesson-Planning-Sample#scribd

FURTHER SOURCES

- CLIL Activities (Liz Dale & Rosie Tanner)
- CLIL Skills (Liz Dale, Wibo van der Es & Rosie Tanner)
- The TKT Course CLIL Module (Kay Bentley)
- CLIL Media Website: https://www.clilmedia.com/category/clil-activities/

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- Sepešiová, M. (2015). CLIL lesson planning. In S. Pokrivčáková, et al. *CLIL in Foreign Language Education: e-textbook for foreign language teachers,* p. 131-152. Nitra: Constantine the Philosopher University.