

CLIL made easy

Three simple steps
to create CLIL lessons.



Mariana
Laxague

19 ottobre 2022
h. 17.00



Workshop

HOUSEKEEPING RULES

Mettiti comodo e preparati a prendere appunti

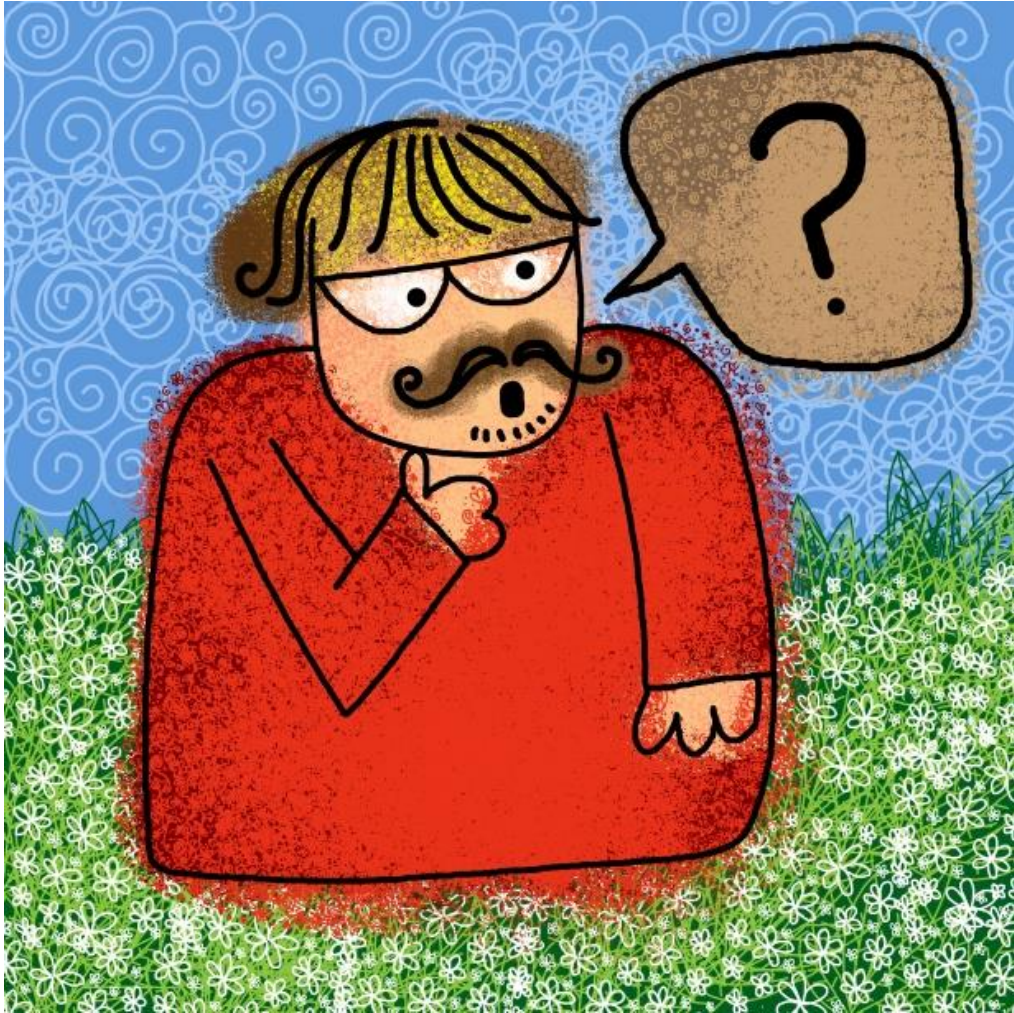
Ti consigliamo di silenziare il telefono

Spegni il microfono e la webcam

Il webinar durerà un'ora circa, ***ti invitiamo a partecipare tramite chat*** durante l'incontro e a porre delle domande alla fine di esso

Grazie e buon webinar!

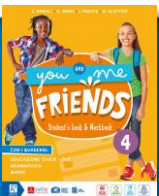
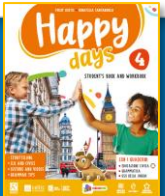




What is CLIL?

Who is CLIL for?

Why CLIL?



According to Coyle's 4Cs curriculum (1999), a successful CLIL class should include the following four elements:

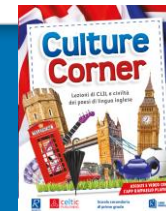
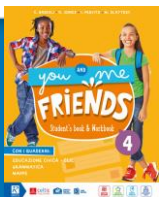
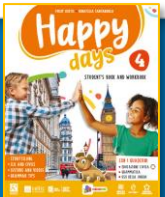
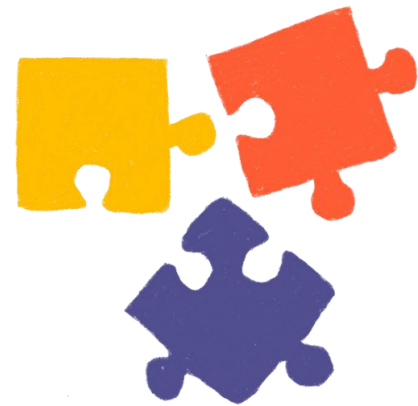
Community – Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

Cognition – Developing thinking skills which link concept formation (abstract and concrete), understanding and language

Content – Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

Communication – Using language to learn while learning to use language

+ Creativity



celtic
PUBLISHING

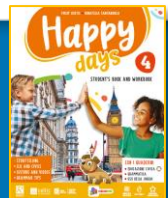


How to plan CLIL lessons


Choose a topic

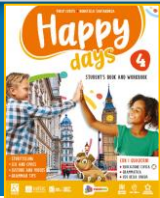
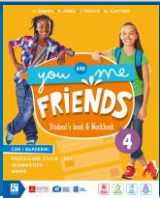
Select and adapt the materials

Plan a lesson or a series of lessons



Three simple steps to create your CLIL LESSONS

Topic	Adapting Materials	Type of activities
Science/ Maths	Authentic or graded materials	Classifying words, numbers or objects into groups
History / Geography	Adding visuals and diagrams , omitting unnecessary detail	Ordering letters, words, sentences and paragraphs
Literature / Arts	Simplifying language, paraphrasing vocabulary	Pyramid discussion
Civics	Highlighting key subject vocabulary, inserting a word bank or glossary	Questionnaires
PE /Religion	Reordering activities to progress from least to most demanding	Labelling, matching
	Using a variety of layout designs, font sizes and styles	Interviews and Hot Seat
	Personalizing topics, adding web links	Word searches, gap fill, true or false



If you are a Language Teacher:

select materials and adapt your lessons to topics that tie in with the syllabus,

team up with your colleagues to reinforce and consolidate what learners know from other subjects in the language you teach.

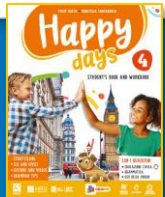


If you are a Subject Teacher:

think of topics that can be easily delivered in the foreign language taught in your school or classroom,

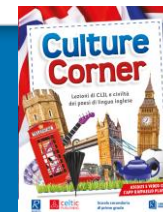
make a mind map with all the possible associations and links between topic and L2,

team up with colleagues from your school's foreign language department.



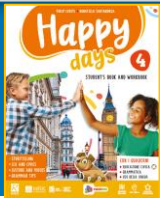
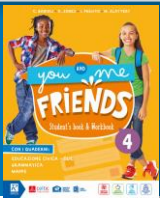
Sample of a CLIL lesson:

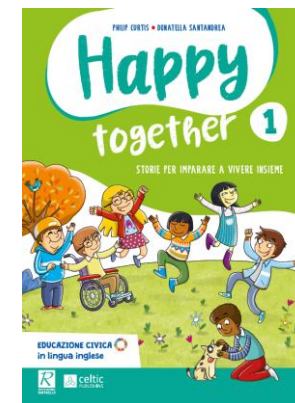
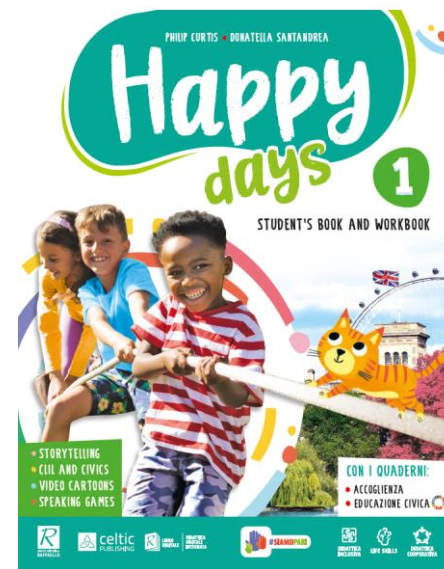
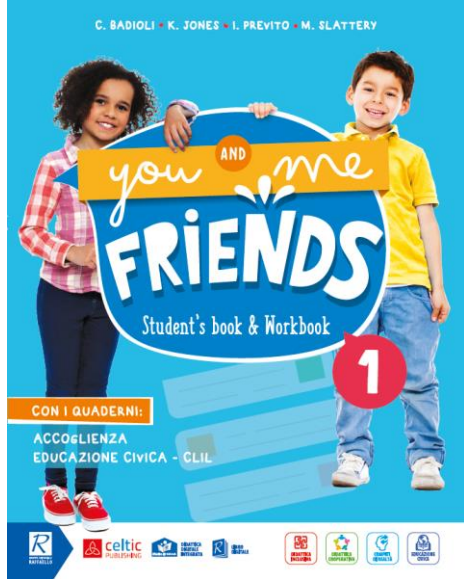
- *learning outcomes ;*
- *activating prior knowledge ;*
- *tasks to develop the 4Cs: content, communicative and cognitive skills;*
- *focus on culture/community;*
- *differentiation / personalization;*
- *assessment evidence.*



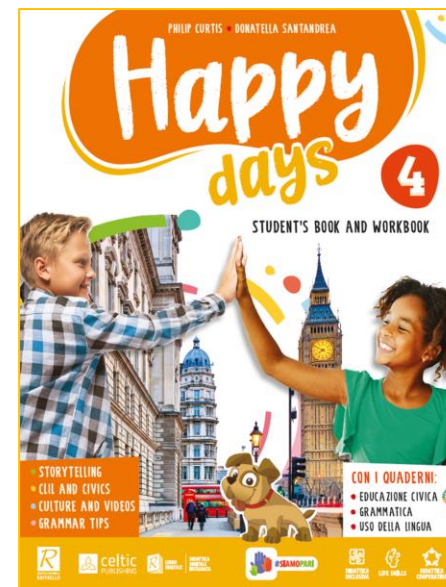
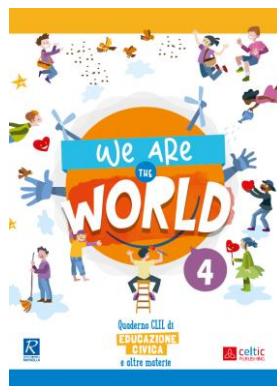
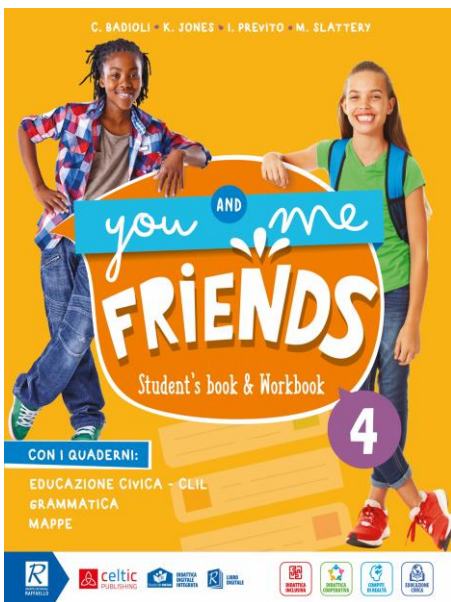
Don't forget

Review	Reflection	Feedback
<p>Some benefits of reviewing:</p> <p>develops learners' communication and learning skills</p> <p>adds value to what is happening</p> <p>makes learning and progress more tangible</p> <p>gives evidence for assessment</p> <p>helps teachers become more alert and responsive</p> <p>helps learners clarify and achieve their goals</p>		<p>"But There's No Time!"</p> <p>Remember that "no time to give and use feedback" actually means "no time to cause learning."</p> <p>Research shows that less teaching plus more feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need.</p> <p>Try it out. Less teaching, more feedback.</p>



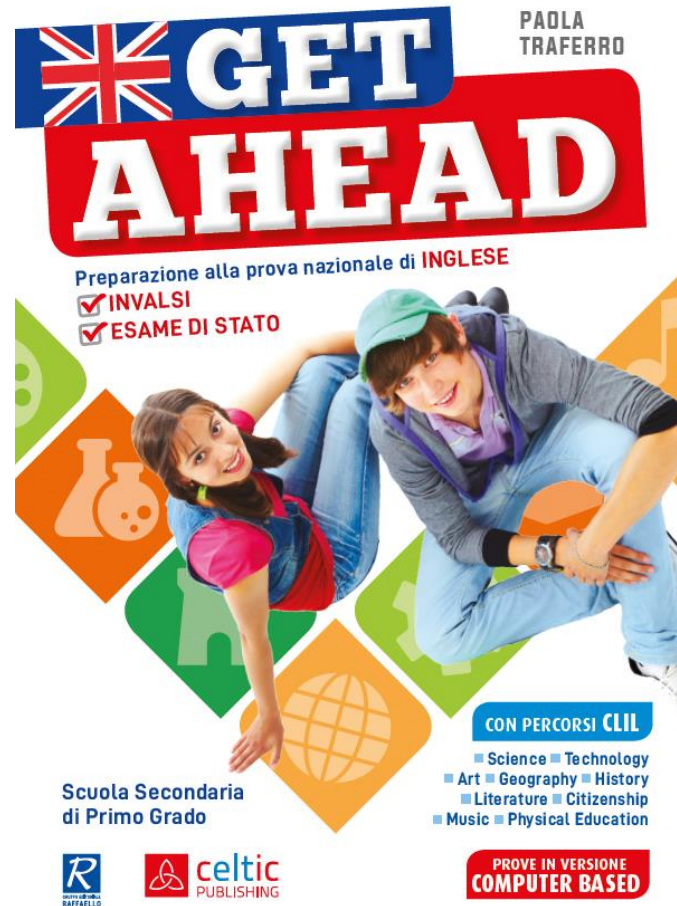


CORSI SCUOLA PRIMARIA



SCUOLA SECONDARIA DI PRIMO GRADO

Esercitazione INVALSI
Esame di Stato con
percorsi CLIL



CLIL e civiltà dei paesi
di lingua inglese

HISTORY EXPLAINS TIME

PAST



PRESENT



2 Look and tick. Listen and check. 57



☐ past ☐ present



☐ past ☐ present



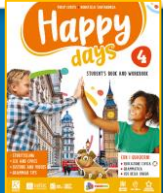
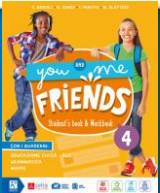
☐ past ☐ present



☐ past ☐ present

Lower Primary Happy Days 2

LEAD-IN	T presents the topic of past and present and elicits ideas from Ss with the help of visual aids.
ACTIVATING PRIOR KNOWLEDGE	T asks SS to think about cities and houses in the past and in the present and write down the vocabulary elicited on the board in a T-chart
TASK 1 ORACY: DESCRIBING PICTURES COGNITIVE SKILLS: IDENTIFYING KEY FEATURES	T projects the images of past and present London and ask children to describe one picture at a time what they see. T prompts students by asking questions like: <i>Is there a bus in the first picture? Are there trees in the second picture?, etc</i>
TASK 2 COGNITIVE SKILLS: CATEGORIZING AND LABELLING ACTIVITY	Children look at the pictures and tick the right box. The activity can be done in pairs or individually. Listen and check followed by wholeclass feedback.
REVIEW REFLECTION AND FEEDBACK	Ts wraps up the lesson by asking children to tell one new word they've learnt and records answers on a grid on the WB.
FOLLOW-UP	Children imagine a house of the future, draw and colour different rooms, label the pictures with T's help and make a class poster.



CLOTHING IN ANCIENT EGYPT

40 Listen, read and complete.  24

Ancient Egypt paintings and sculptures give us information about Egyptian clothing.

Egypt is a country and the basic Egyptian garment is a linen tunic. Linen is a light fabric made from a fibre.

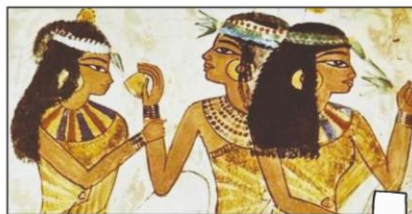
1 Men wear tunics to the, women wear tunics to the

2 Peasants wear short Ancient Egyptians don't wear

3 Egyptians wear bracelets, amulets and earrings.

shoes • ankles • white
skirts • knees •
plant • hot

41 Match each picture to the right description.



Upper Primary You and Me 4

LEAD-IN

T presents the topic of Egypt and elicits ideas from Ss

ACTIVATING PRIOR KNOWLEDGE

With the help of visual aids –projecting the pictures of exercise 40 on the board - T asks children to think about clothing in ancient Egypt, draws a grid with different categories like *accessories, clothes, parts of the body, men, women*, and write down the vocabulary elicited under each category.

Children copy it on their notebooks.

TASK 40

COGNITIVE SKILLS:
GAP FILL ACTIVITY
PREDICTING ANSWERS

Children read the text in the handout, choose and write the missing words (this activity can be done individually or in pairs). T clarifies on unknown language.

Then listen and check their answers.

Ts correct answers with the whole class.

TASK 41

COGNITIVE SKILLS:
MATCHING ACTIVITY

Children match texts and pictures. This activity can be done individually or in pairs.

Ts correct answers with the whole class.



42 Listen, point and repeat.  25 43 Listen and number.  26



cream



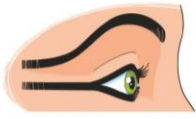
bracelet



oil



earrings



kohl



necklace



wig



amulet

PROJECT

Get white fabric, jewellery and make up and organize an
ANCIENT EGYPT FASHION SHOW!



WALK LIKE AN EGYPTIAN

TASK 42

COMPREHENSION AND ORAL
PRODUCTION:

Children listen, point and repeat.

Task children to tell one at a time which are their favourite item/s.

TASK 43

COGNITIVE SKILLS:
ORDERING ACTIVITY

Children listen and number the objects.

Teachers correct answers with the whole class and write them on the board.

ORACY: HOT SEAT ACTIVITY

A learner sits at the front of the class in the role of an Egyptian. The other learners take turns to question the child in the hot seat. For example: *Do you wear an amulet? Do you wear a short skirt?* Repeat the activity with different children taking the hot seat.

REVIEW REFLECTION AND
FEEDBACK

In their notebooks children draw a T-chart and write the things they like about Ancient Egypt and those they don't. Wrap up the lesson with a whole class feedback.

FOLLOW-UP

Project work: children design and make their own piece of jewellery using recycled materials followed by a Show and Tell activity.





From the Celts to Roman Britain

1 Read and name the countries on the map.

An empire is made up of many different countries under a single ruler. Rome was once the capital city of a great empire, the Roman Empire, including countries like Hispania (modern Spain), Gallia (modern France), Britannia (today's Great Britain) and Dacia (corresponding to modern Romania and Moldavia).



2 Listen to the text and fill in the gaps using the words in the box.

polytheistic battle (2) honour judges society weapons Iron Age (2) magic

WHO WERE THE CELTS?

The Celts (pronounced 'kelts') were the ancient Britons, a people who lived in Britain and northwest Europe during the _____ – from 600 BC to 43 AD, when the Romans arrived. The Celts were a very advanced _____. For instance, they learned how to make _____ from iron, which is why their time is called the "_____". The Celts settled in England and basically lived in tribes or clans, each ruled by a king or queen. The Celts were _____ and venerated Nature and its powers. The sky, trees and water were considered sacred. The Druids were their priests, who studied astronomy and _____. They were teachers, _____, doctors, and were very respected in Celtic society. In _____, Celts principally fought with swords and spears, using long shields for protection. Some tribes painted their bodies in _____, using the colours and shapes of nature which they worshipped, including the sun and the stars. The Celts had a strong sense of ethical codes and _____ and developed their own culture, full of unique drawings, sculptures, jewellery and popular stories. Unfortunately, the Celts did not write much, so what we know comes from a certain Julius Caesar, who wrote a work called *On the Gallic War* (*De bello gallico*).



Lower Middle School Culture Corner

LEAD-IN

T presents the topic of Roman Britain and the Celts with the help of visual aids.

ACTIVATING PRIOR KNOWLEDGE

T asks SS to think about The Romans write down the vocabulary elicited on the board using a visual organizer like a mind map or other

TASK 1

COGNITIVE SKILLS: LABELLING ACTIVITY

Then, Ss read the text and label the picture with the missing information followed by whole class feedback.

TASK 2

COGNITIVE SKILLS: GAP FILL ACTIVITY

T review or pre-teach vocabulary needed for the activity

SS read the text in the handout, choose and write the missing words (this activity can be done individually or in pairs)

Ts correct answers with the whole class.



3 In pairs, ask and answer the questions.



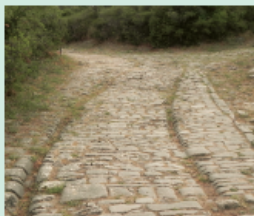
4 Read and label the pictures.

HOW THE ROMANS CHANGE BRITAIN

The name Britain comes from Britannia, the name given to the country by the Romans. They first come to Britain in 55 BC, led by Julius Caesar. They stay for almost 400 years. The Romans change the way of life in Britain: they build roads and found towns; names like Chester, Doncaster, Manchester, Chichester are evidence of the presence of a Roman "castrum". In 43 A.D. Emperor Claudius' army build a bridge and a town on the river Thames and call it Londinium. They introduce new developments in agriculture, industry, architecture and build aqueducts and baths – you can still see the most famous Roman baths in the town of Bath. In 122 A.D. Emperor Hadrian builds a stone wall, known as Hadrian's Wall, to protect the Roman settlements from Scottish tribes. The English language too is influenced by Latin: many words like plant, school, pupil, exit come from the language spoken by Roman soldiers.



1.



2.



3.

TASK 3
CONGNITIVE SKILLS:
WEBSEARCH

ORACY: DESCRIBING THE
ROMAN SOCIETY

Ss in small groups search online the features of Roman society in Britain (patricians, slaves, clothes, food, etc). This can be done in class or at home.

In small groups, students report their findings to the rest of the class using the the questions in the exercise number 3 as a prompt.

Whole class feedback

TASK 4

COGNITIVE SKILLS:
LABELLING ACTIVITY

SS read the texts on the handout, highlight key words, search and write the missing words.

Ts correct answers with the whole class.

REVIEW REFLECTION
AND FEEDBACK

Ts wraps up the lesson by asking Ss and recording answers on a grid on the WB what they have learnt, how they did it and what they want to learn in the future about the topic.

T uses a KWL chart to record answers. WC feedback.

FOLLOW-UP

Ss at home:

Research 5 facts about The Romans

Put the events on a timeline & prepare a brief presentation for the next lesson.





What's next?

Will you include some of the tips and activities we have discussed during today's session in your future lessons?



Follow-up

Keep a diary with the activities your students find most useful, engaging and productive,

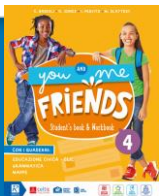
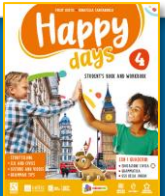
Write an action plan on how to develop your teaching skills and how to encourage your learners to be more and more independent.



"Curiosity is the engine of achievement."

-Ken Robinson

Domande?



JamboCLIL – liv. 1-2

SCHEDARIO CLIL sc. primaria

- spiegazioni delle attività
- ascolti
- schede fotocopiables

JamboCLIL

Schede CLIL fotocopiables

- History
- Maths
- Geography
- Science
- Art
- P.S.H.E.
- P.E.
- Music
- I.C.T.

Con indicazioni metodologiche e CD audio

1-2-3

Scheda 46

THE WATER CYCLE (2)

• Match and colour.

rainy windy cloudy sunny snowy

• Read and complete. Listen and check.

evaporation - rainy - sunny - condensation - precipitation - snowy - cloudy

It's cold. It's hot and

It's cold. It's hot and

It's cold. It's hot and

Scheda 11

INTERVIEW WITH LUCY, THE FIRST HOMINID

• Match questions and answers. Listen and check.

1) What's your name? 2) Where are you from? 3) How old are you? 4) How tall are you? 5) How heavy are you? 6) What can you eat? 7) Why are you important?

1) I am Lucy. 2) I am from Africa. 3) I am 40 years old. 4) I am 1.60m tall. 5) I weigh 50kg. 6) I can eat fruit, plants and seeds. 7) I am important because I am the first hominid to walk erect on two legs.

Scheda 51

HOT AND COLD COLOURS (1)

• Listen and repeat. • Listen and colour.

HOT

YELLOW RED ORANGE

COLD

BLUE

JamboCLIL

Schede CLIL fotocopiables

- History
- Maths
- I.C.T.
- Geography
- Science
- Art
- P.E.
- Music
- P.S.H.E.

Con indicazioni metodologiche e CD audio

4-5

Scheda 30

ANIMAL CLASSIFICATION

• Listen and complete.

octopus - snake - snail - fish - frog - insect

Animals can be divided into two big groups.

INVERTEBRATES
Animals without a backbone

1 - snail
2 - earthworm
3 - slug
4 - beetle
5 - jellyfish

VERTEBRATES
Animals with a backbone

1 - snake
2 - mammals
3 - chameleon
4 - fish
5 - birds

Scheda 22

THE PERMEABILITY OF MATERIALS

• Read and follow the instructions.

You need:

- an empty plastic bottle
- a plastic funnel
- kitchen paper
- 3 types of material: earth, sand, clay
- a stop watch

Put the kitchen paper in the funnel to make a block. Put some earth in the funnel.

Put the kitchen paper in the funnel to make a block. Put some earth in the funnel.

Scheda 4

TIMELINES

• Look and read. Cut out and stick.

Historians use timelines to show the chronological order of events. Look at the timeline of one day (24 hours). Cut out the pictures and stick them on the timeline.

TIMELINE OF ONE DAY

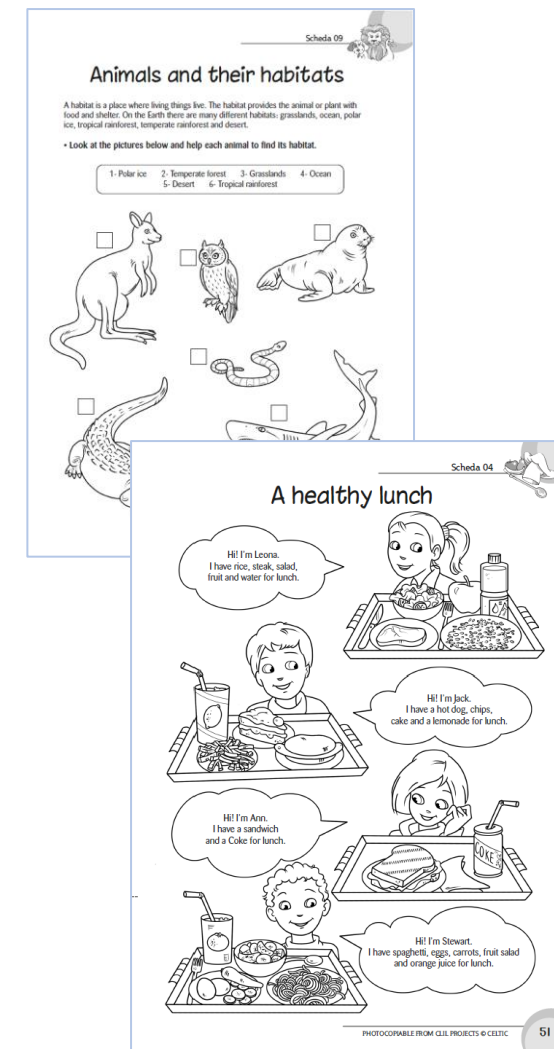
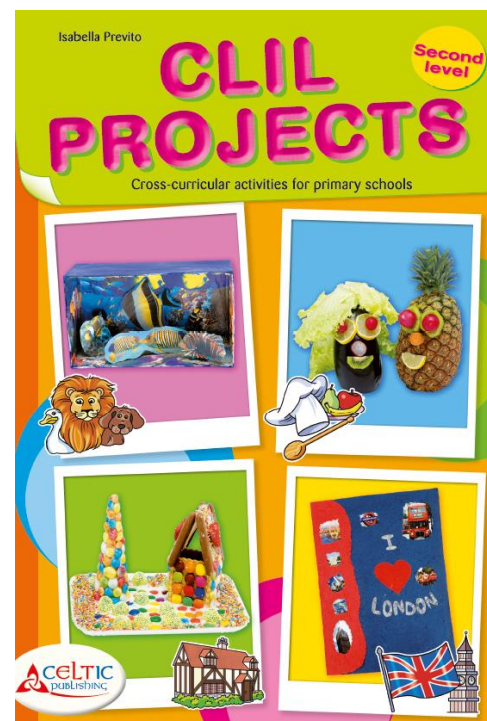
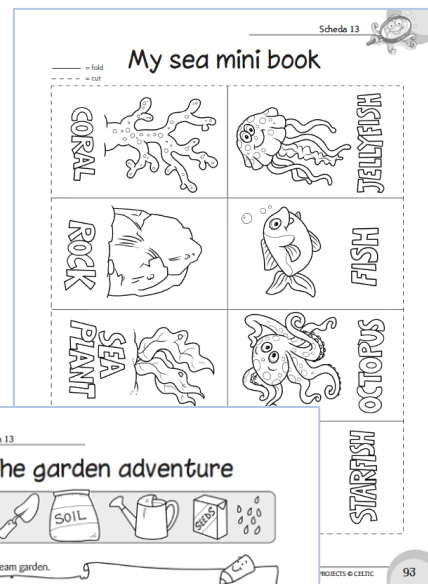
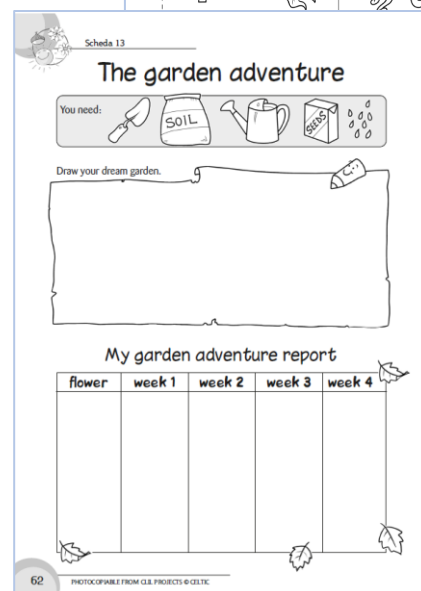
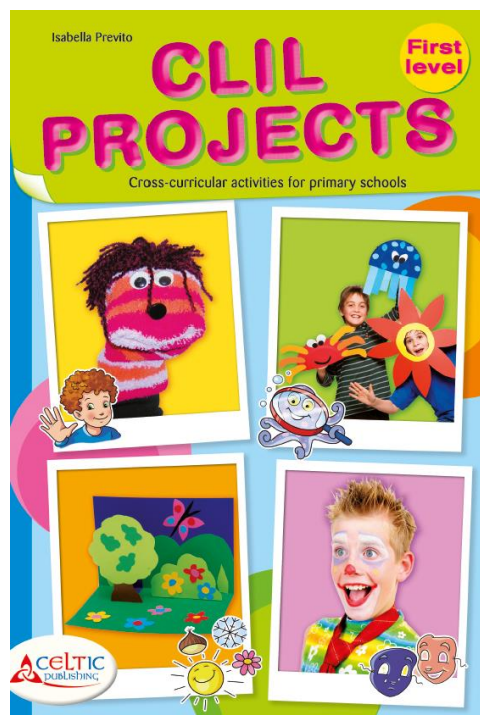
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have lunch go to bed go to school

CLIL Projects – liv. 1-2

Guide operativa con percorsi CLIL

- spiegazioni delle attività
- ascolti
- schede fotocopabili



Grazie per l'attenzione
e arrivederci al
prossimo webinar!

SEGUICI SU



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SCRIVICI A



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Webinar per docenti di lingua inglese – scuola primaria

SPOOKtacular!

A storytelling lesson
for Halloween



Maria
Ficano

21 ottobre 2022
h. 17.00



Workshop

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