

# How to be confident and competent with CLIL Part 1

A Practical Guide to Using CLIL in the Primary  
English Classroom Through Music, Art and P.E

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# In this Webinar we will look at...

- History, background and characteristics of CLIL
- Advantages and benefits of using CLIL in the Primary Classroom
- Practical English lesson ideas using art, music and P.E
- How a CLIL lesson can be a 3 in 1 time-saver



# Questions for you!



- What does the acronym CLIL stand for?
- Have you ever done a CLIL lesson?
- Do you teach only English in your Primary school?
- If not, what other subjects do you teach?



# CLIL

## Content and Language Integrated Learning

### Other names

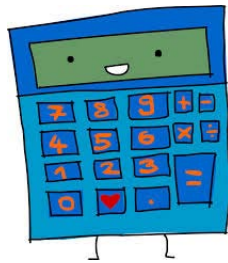
Content Based Instruction  
English Across the Curriculum  
Bilingual Education



# CLIL

## DAVID MARSH

*‘CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual focused aims, namely the learning of content and the simultaneous learning of a foreign language’*



# Characteristics of CLIL

- Subjects (maths, art, history music etc) are taught and learnt in a language that is not the mother tongue
- Students use the L2 as a vehicle to develop knowledge about a subject
- At the same time, they develop their linguistic ability in the L2
- There is not a focus on teaching/learning grammar and structures



# Characteristics of CLIL

- Fluency is more important than accuracy and errors are treated as a part of language learning
- Reading becomes an essential skill and texts an essential resource
- A more natural way to develop language ability
- Corresponds to how we originally learn our first language



# History and Background

Not a new concept!

In Ancient Rome, upper class families preferred children to be educated in Greek!





# Where is CLIL happening today?

- ESL situations – America, Canada
- Bilingual situations – Spain, Wales
- EFL situations – many European countries
- Italy – schools offering 'alternative' bilingual curricula, even at Primary level



# CLIL is a very broad term

ANY

learning situation in which there is an integration of content and a foreign language can be considered an example of CLIL

Many possible types of CLIL

“Method with many faces”

Snow (1991)



# CLIL

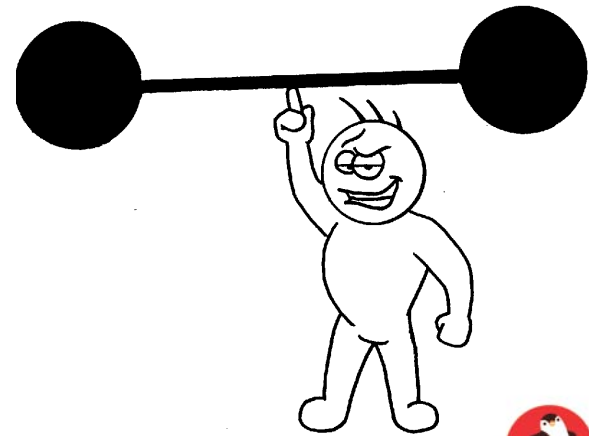
‘STRONG’

‘SOFT’



# 'STRONG' CLIL

- Content driven
- Acquisition of knowledge
- Teacher totally competent in L2 AND subject
- Teacher training needed
- Entire school dedicated to implementation
- Extra hours of work
- Time consuming lesson preparation



# Don't panic!



# 'Soft' form of CLIL

- Used by English teacher alone
- In parallel to content covered in other subjects
- Or just as extra material for English lesson
- Emphasis on language learning objectives
- Content is tool for practice and acquisition
- Lessons follow 'theme' - school subject or even festivities and culture



# 'Soft' form of CLIL

- Alternative to or complement to course book
- Teacher doesn't have to be an expert on subject
- Teacher doesn't have to have bilingual level of English
- No more preparation than normal English lesson
- Good for Italian Primary English classroom



# Benefits of a CLIL style lesson

- Exposure to target language
- Increases motivation
- Builds confidence
- Authentic communication
- Less focus on grammar and structures
- Students learn more and learn faster
- School subjects not compartmentalized





# Benefits of a CLIL style lesson

- Involves task- based learning and project work
- Contributes to social and psychological development
- Over all cognitive skills challenged and developed
- Extracting relevant information from sources, such as, texts, internet, tables and graphs
- 'Competenze' are developed during CLIL style English lesson



# 3 in 1 Time Saver

## All in one lesson

Develop a foreign/second language

Develop subject knowledge

Develop general 'competenze'



# CLIL style lesson ideas and activities

Music, Art and P.E.



language practiced  
content learnt  
'competenze' developed





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# OH, WE CAN PLAY ON THE BIG BASS DRUM

CD TRACK 25

SONG FILE

Name .....

Class ..... Date .....

**1. Listen to the first verse.**

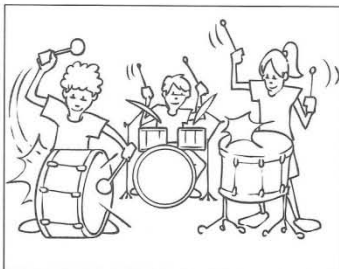
*Ascolta la prima strofa della canzone.*

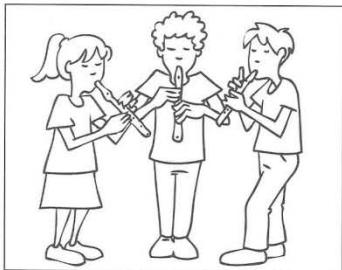
Oh, we can play on the big bass drum,  
And this is the way we do it,  
Boom, boom, boom on the big bass drum,  
And that's the way we do it.

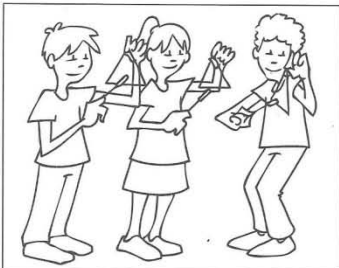
**2. Listen and number the pictures.**

*Ascolta e numera le immagini.*










Photocopiable LANG - Pearson Longman



# Listen and put the words in order

Boom, boom, boom on the big bass drum,

And that's the way we do it.

Oh we can play on the big bass drum,

And this is the way we do it,



**3. Listen and match.**









Ascolta e collega ogni suono allo strumento che lo produce.

- |                   |             |
|-------------------|-------------|
| 1. ting ting ting | a. drum     |
| 2. toot toot toot | b. violin   |
| 3. boom boom boom | c. triangle |
| 4. fiddle dee dee | d. flute    |

**4. Complete and circle.**

Osserva i disegni e completa; ci sono quattro strumenti in più rispetto all'esercizio 3. Cerchiali.

- triangle • drum • violin • flute • piano • guitar
- saxophone • trumpet

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**5. Sing.**

Canta la canzone.



# CLIL music lesson 1

- ✓ **Content**: Instruments and their sounds
- ✓ **Language input**: Names of instruments, structure 'can play'
- ✓ **'Competenze' developed**: 'In relazione alle proprie potenzialità e al proprio talento si esprime in ambito musicale'






# Our Discovery Island Level 5

- What instruments can you hear?
- What kind of music is it?
- What does the music make you feel?
- What film is it from?



15  Listen, read and say. True or false?

- |   |                                  |   |   |
|---|----------------------------------|---|---|
| 1 | He's good at playing the piano.  | T | F |
| 2 | He can't sing.                   | T | F |
| 3 | He likes violin music.           | T | F |
| 4 | He writes the stories for films. | T | F |
| 5 | He loves playing computer games. | T | F |

This is Harry Gregson-Williams. He writes music for films and computer games.



**What films is your music in?**

The *Shrek* films, the *Narnia* films and a lot of others.

**You write music for computer games, too. Do you like playing computer games?**

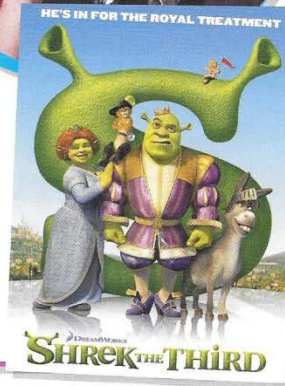
Computer games are OK but they aren't my favourite thing. I write my music on computers so I don't like playing on computers when I'm at home.


**What instruments can you play?**

I'm good at playing the piano and I can play the drums. I'm good at singing, too.

**What's your favourite music?**

Oh ... I can't answer that question. I love listening to violins and trumpets but I love a lot of music!  
What music do you like?



16  Listen, think and say.



violins



drums



piano



trumpet

17 Talk about music. Work in pairs. Ask and answer.

- Do you like music?
- What's your favourite instrument?
- Can you play an instrument?
- Are you good at singing?



Write about music.

violins, drums, piano, trumpet.

Our Discovery  
Island  
Level 5

# Mini Project –Write About Music



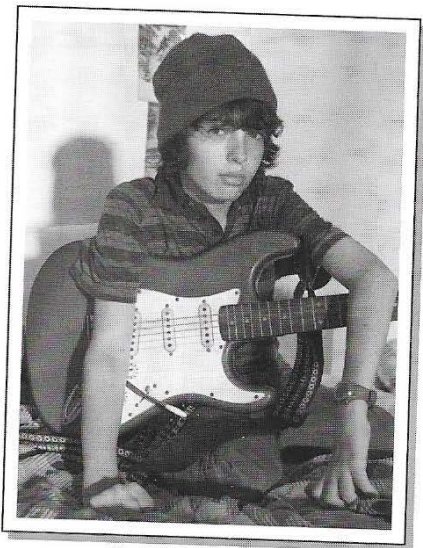
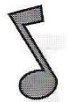
Read and write. Then listen and check.

CLIL  
MUSIC

write writing play playing  
good at ~~my~~ sometimes



Hi. <sup>1</sup> My name's David. I have guitar lessons every week. I love <sup>2</sup> the guitar – my teacher is great. My friend, Melissa, is <sup>3</sup> singing and her brother can <sup>4</sup> the drums. We <sup>5</sup> play songs together. It's fun! I like <sup>6</sup> music, too. One day, I want to <sup>7</sup> music for films.



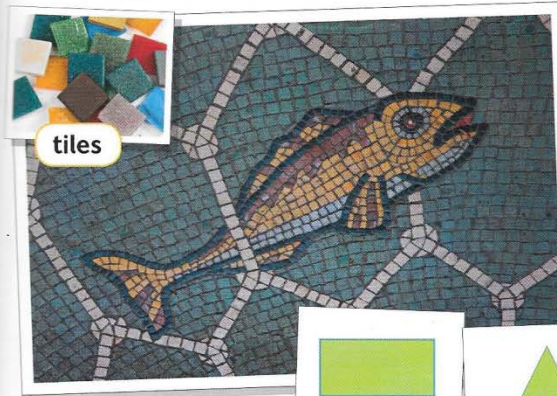
# CLIL music lesson 2

- ✓ **Content**: Instruments and their sounds. Emotional reaction and opinions about music
- ✓ **Language input**: Musical preferences using like, love, good at, can etc
- ✓ **'Competenze' developed**: 'Osserva ed interpreta ambienti, fatti, fenomeni e produzioni artistiche'

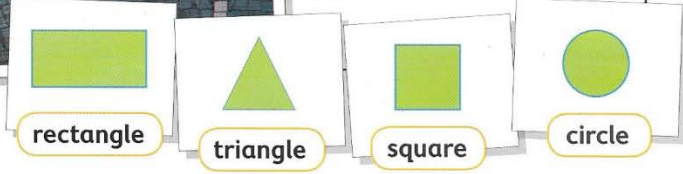




14 Look and read.



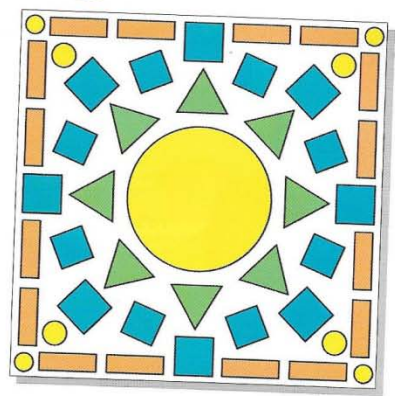
This is a mosaic. A mosaic is a picture with small tiles. They are very pretty. This is a picture of a fish. It's got squares, circles, rectangles and triangles in a lot of colours. Do you like mosaics?



15 Read and answer.

- 1 What is a mosaic?
- 2 Is it a picture of a flower?
- 3 Has it got circles?
- 4 Has it got squares?

16 Find and count the shapes. Then answer.



- 1 How many triangles are there?
- 2 How many squares are there?
- 3 How many circles are there?
- 4 How many rectangles are there?



# Our Discovery Island Level 3

# Art Project Work

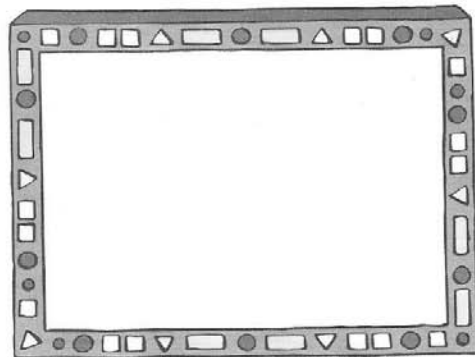
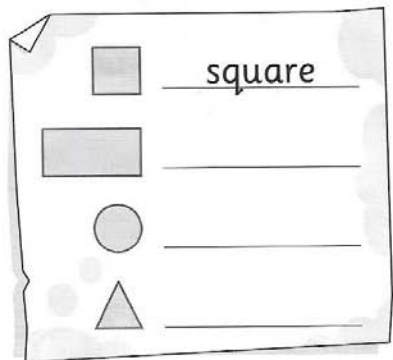
- Divide class into groups
- Give out small geometrical shapes made from coloured paper
- Challenge groups to see what pictures they can create from shapes
- Guide with suggestions –animals : a fish, a cat, a bird, a snake
- Students assess who made best pictures
- Display pictures in class
- Students look at each others work and count the shapes used



8



Write the words. Then draw a mosaic animal.



9



Count, answer and write.

- 1 How many triangles are there?
- 2 How many circles are there?


- 3 How many squares are there?
- 4 How many rectangles are there?

• This is my mosaic animal. It's got \_\_\_\_\_ squares. It's got \_\_\_\_\_


- ✓ **Content**: Creating a mosaic
- ✓ **Language input**: Vocabulary: square, triangle, rectangle, circle, mosaic. Structures: How many.....are there? Has it got...? It's got.... There are....
- ✓ **'Competenze' developed**: 'Rispetta le regole condivise, collabora con gli altri per la costruzione del bene comune esprimendo le proprie personali opinioni e sensibilità'








14  Listen, read and do.


**Keep fit!** **Have fun!**

**1**   
Stretch your arms up.

**2**   
Bend your knees down.

**3**   
Twist your body to the left.

**4**   
Twist your body to the right.

**5**   
Turn around.

15  Read and match.

**a** 

**b** 

**c** 

**d** 

- 1 Jump five times.
- 2 Touch your toes six times.
- 3 Clap your hands four times.
- 4 Stamp your feet two times.

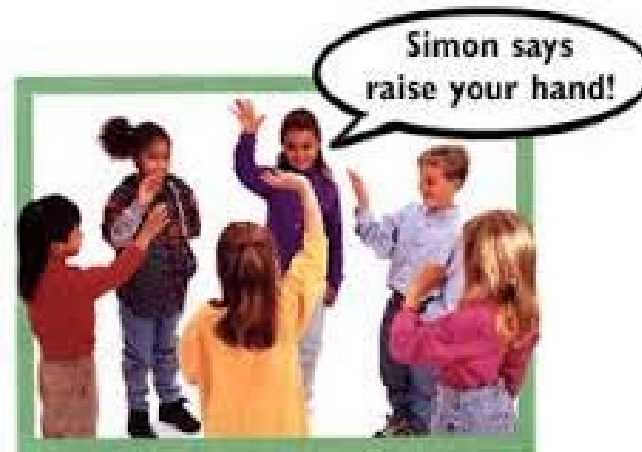
**MINI PROJECT**

Make a keep fit programme.

Our Discovery Island Level 3

# P.E. lesson 1

- Total Physical Response
- 'Simon says'
- Do in a Physical Education lesson
- Students work in groups
- Take turns being the 'teacher'



# P.E. Lesson 1

- ✓ **Content**: Coordination of the body, sequencing movements
- ✓ **Language input**: Commands, verbs of movement
- ✓ **'Competenze' developed**: 'In relazione alle proprio potenzialità e al proprio talento si esprime in ambito motori....'



Keeping fit

1 6 • 24 Listen to the children from around the world.



My name is Pedro. I live in Argentina. My favourite sport is soccer. This is a picture of me and my friends. I'm in a team. In this picture I'm wearing my uniform. It's red and blue.



My name is Rajiv. I live in India. My favourite sport is cricket. It is a very popular sport in India. This is a picture of me. I'm wearing a pair of shorts and a light blue T-shirt.

2 Do you have a favourite sport? Draw a picture of yourself and describe it.



.....

.....

.....

My name is Sue. I live in the USA. My favourite sport is basketball. I'm not in a team. I just play at school with my friends.



My name is Alice. I live in Canada. My favourite sport is hockey. It's a very popular winter sport here. I play hockey with my brothers. In this picture I'm wearing my blue and white hat.



3 6 • 25 Listen and repeat. Practise.

Proverb Corner

Practice makes perfect!



WEB PROJECT

**Surf the Net**  
to find out about sports in England and the United States.





- ✓ **Content**: Finding out about sports, hobbies and preferences in other countries
- ✓ **Language input**: Names of sports. Structures- I like, love, don't like, My favourite sport is.....
- ✓ **'Competenze' developed**: 'Ha cura e rispetto di sé, come presupposto di un sano e corretto stile di vita'



# Informazioni utili

- Gli **attestati di partecipazione** vi saranno inviati via e-mail
- Riceverete inoltre un' e-mail contenente le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi



# Prossimi appuntamenti

**27 novembre**

**How to be confident and  
competent with CLIL (Part Two)**



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# Thank you for your attention!

