

How to be confident and competent with CLIL Part 2

A Practical Guide to Using CLIL in the Primary English
Classroom Through the Sciences and Geography

BY JOANNA CARTER



In this Webinar we will look at...

- characteristics of CLIL
- where is CLIL happening today
- advantages and benefits of using CLIL in the Primary classroom
- how a CLIL lesson can be a 3 in 1 time-saver
- practical English lesson ideas using the science, maths, IT and geography



CLIL

Content and Language Integrated Learning

Other names

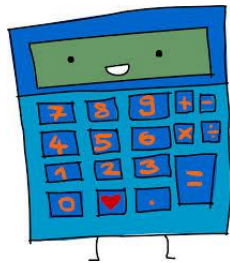
Content Based Instruction
English Across the Curriculum
Bilingual Education



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



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



In bilingual schools and ESL situations

- 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!
CLIL doesn't have to be so
complicated!**



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)



We prefer a '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



We prefer a '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

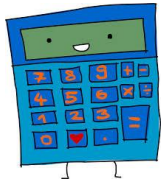
Develop a foreign/second language

Develop subject knowledge

Develop general 'competenze'



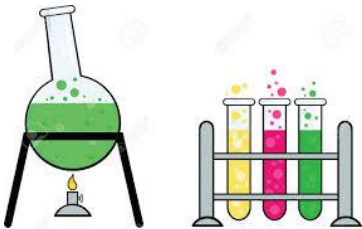
CLIL style lesson ideas and activities



Areas of
science, maths, IT and geography

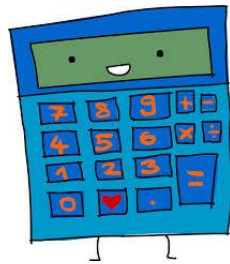
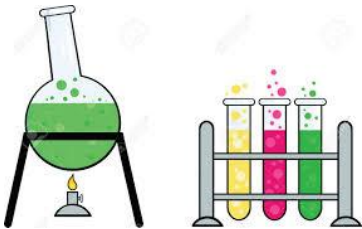


particularly suitable the development of language on
the Primary English Curriculum



Lesson Plans

language practised
content learnt
'competenze' developed

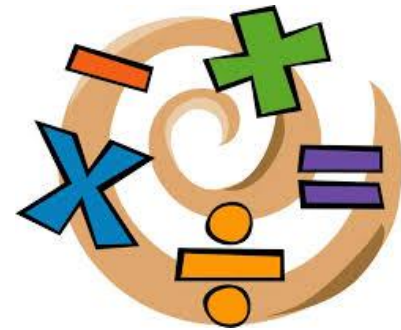
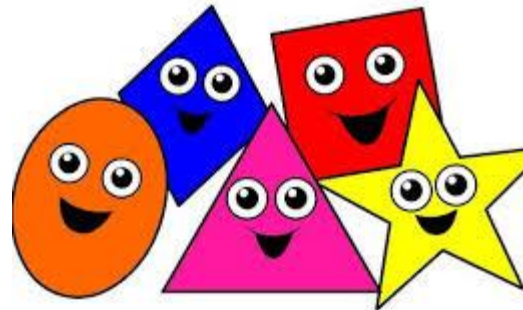


Maths

NUMBERS

SHAPES

SIMPLE CALCULATIONS



PLAN 13

Listening

CD TRACK 5

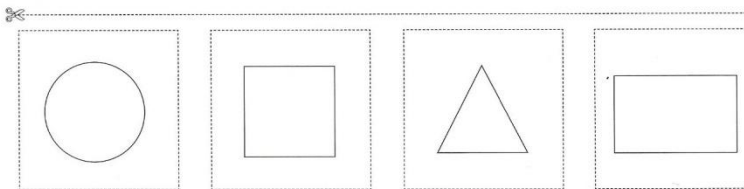
LESSON FILE

Name

Class Date

1. LISTEN AND COLOUR. CUT AND GLUE.
ASCOLTA LE INDICAZIONI E COLORA LE FORME. RITAGLIALE
E INCOLLALE NELLE CASELLE GIUSTE.

	1	2	3	4
5				
6				
7				
8				



Photocopiable LANG - Pearson Longman

17

Primary Teaching Files 1-2-3



PLAN 5

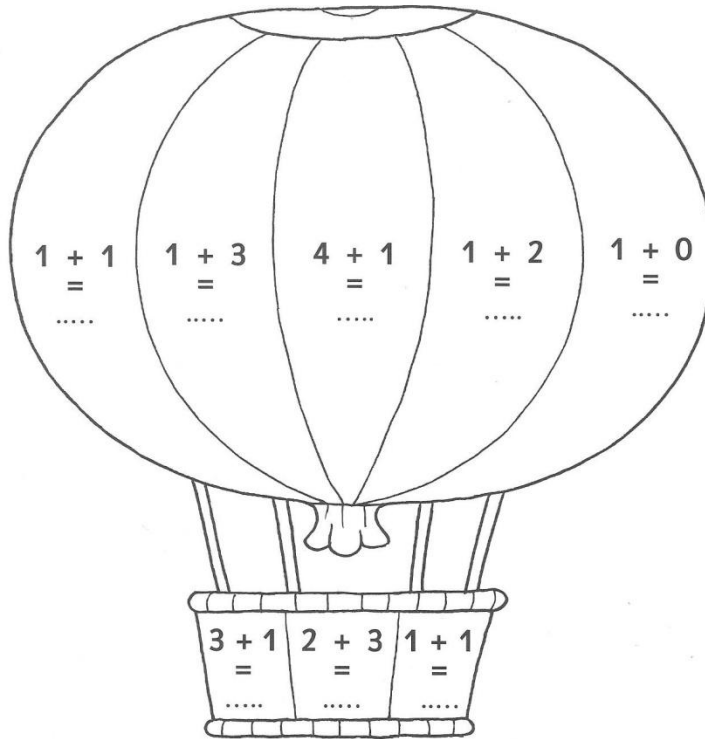
Reading

LESSON FILE

Name

Class Date

1. READ, COUNT AND COLOUR.
ESEGUI LE ADDIZIONI E COLORA SEGUENDO
LE INDICAZIONI.



1 = RED

2 = GREEN

3 = BLUE

4 = ORANGE

5 = YELLOW

Photocopiable LANG - Pearson Longman

9



Primary Teaching Files 1-2-3







14  1:21



Listen and complete. Then listen and say.

+ plus - minus = equals

1  +  = 5

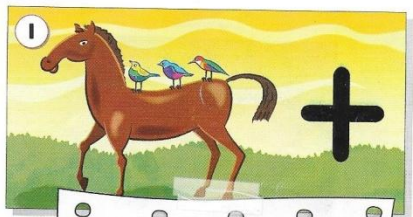
2  -  =

3  +  =

4  -  =

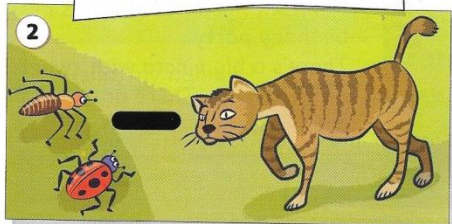
15  1:22

Listen and say the number riddles. Then answer.



I'm the number of legs on two insects, minus the number of legs on a cat. What number am I?

I'm the number of legs on three birds, plus the number of legs on a horse. What number am I?



MINI PROJECT

Write a number riddle.

Lesson 6

AB
p. 87
p. 88

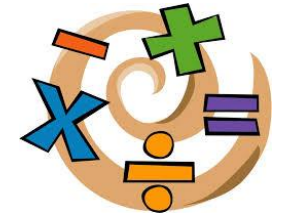
plus, minus, equals, legs, birds, horse, insects, cat, Numbers.
Competences - Mini project: Can write a maths problem.

13

Our Discovery Island Level 3



CLIL maths lesson Year 3



- ✓ **Content**: Creating riddles or a problem to be solved using addition and subtraction
- ✓ **Language input**: Vocabulary: plus, minus, equals, animals, legs. Simple sentences and questions with present simple
- ✓ **'Competenze' developed**: *'le sue conoscenze matematiche e scientifico-technologiche gli consentono di analizzare dati e fatti della realtà e di verificare l'attendibilità delle analisi quantitative proposte da altri'.*



Science



LIFE CYCLES

insects

animals

flowers

trees

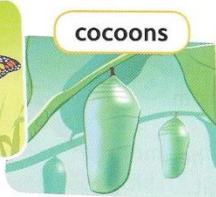


14 Read and match.

- | | |
|---|---|
| 1 First, there are small eggs. | 3 Then, there are cocoons. |
| 2 Then, there are caterpillars.
Are they ugly or pretty? | 4 Finally, there are butterflies.
Are they ugly or pretty? |



butterflies



cocoons



eggs



caterpillars

15 Look and read.

1 First, there are small eggs in the water.

2 Then, there are small tadpoles. They haven't got legs.

3 Then, the tadpoles are big. They've got two legs now and long tails.

4 Finally, there are frogs. They've got four legs now. They've got big mouths.

eggs

tadpoles

frogs

16 Listen and read. Then answer.

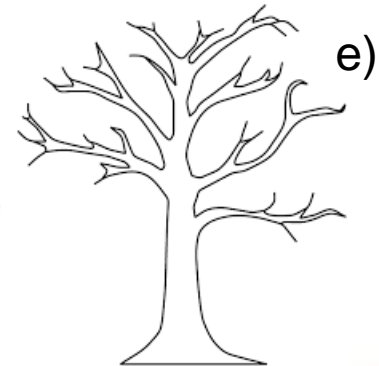
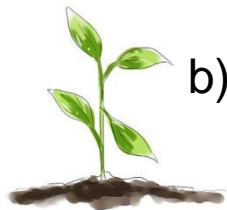
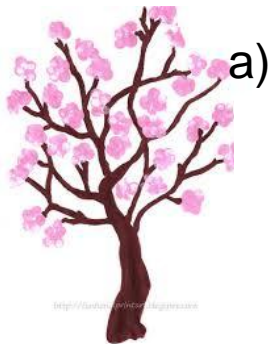
- 1 Have tadpoles got 4 legs?
- 2 Have frogs got a long tail?
- 3 Have frogs got big mouths?
- 4 Are frogs ugly or pretty?

MINI PROJECT

Write about the life cycle of a parrot.

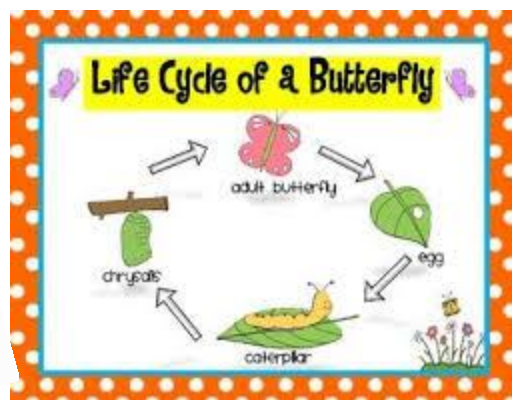
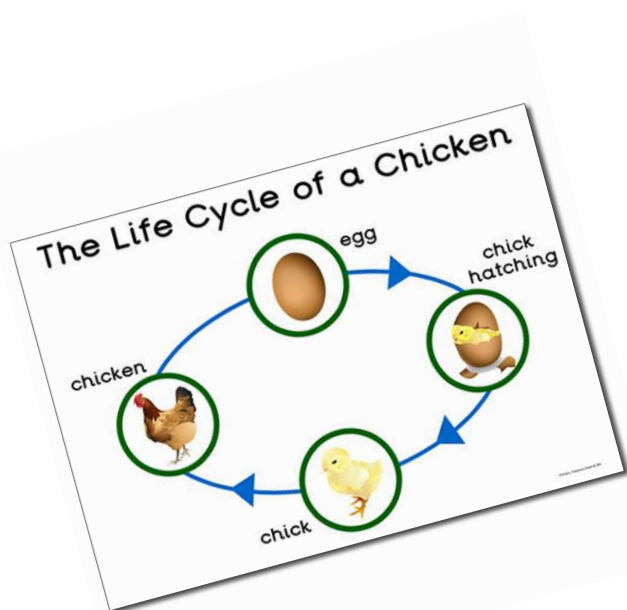
Put the sentences in order

- a) The tree grows flowers
- b) Then the seed grows into a seedling
- c) First you plant a seed
- d) The flowers grow into fruit with seeds inside.
- e) Then the seedling grows into a tree



CLIL science - Life Cycles

MAKE A POSTER
MAKE A BOOK



CLIL science lesson



- ✓ **Content**: understanding life cycles in nature and ordering information
- ✓ **Language input**: sequencing words: first, then, finally.
There is/are. It's got..... Present Simple.
Science vocabulary: seed, seedling, tadpole, egg
- ✓ **'Competenze' developed**: 'Osserva ed interpreta ambienti, fatti, fenomeni e produzioni artistiche'



Information Technology

VOCABULARY FOR PARTS OF COMPUTER
VOCABULARY FOR FUNCTIONS OF COMPUTER
DEVELOPING LITERACY SKILLS
SIMPLE PROJECT WORK USING INTERNET

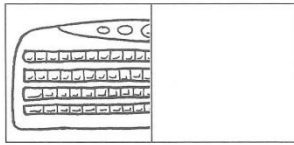


Name

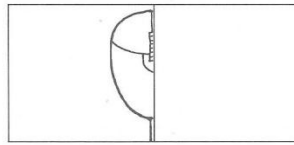
Class Date

1. CUT OUT AND COMPLETE.

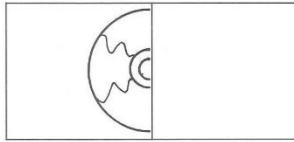
RITAGLIA E COMPLETA LE COPPIE. POI COMPLETA LE PAROLE.



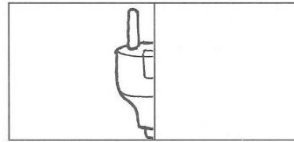
It's a K _ Y _ _ _ _



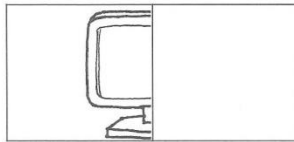
It's a _ O _ _ E



It's a _ _ _



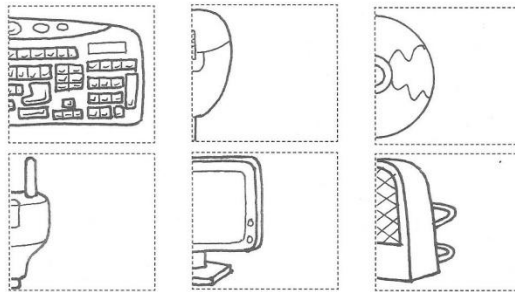
It's a P _ U _



It's a _ O _ I T _ _



It's a _ P _ _ K _ R



CUT AND PASTE

Name

Class Date

1. MATCH THE PICTURES TO THE WORDS.
COLLEGA LE ILLUSTRAZIONI ALLE PAROLE CORRETTE.

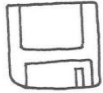


CLICK

to go to
the
world's
end

COPY

HIGHLIGHT



CUT

PASTE

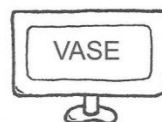
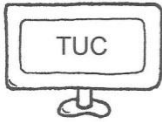
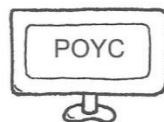


SAVE

PRINT



2. REARRANGE THE LETTERS AND WRITE THE WORDS.
RIORDINA LE LETTERE E SCRIVI LE PAROLE.



Primary Teaching Files 1-2-3



Name

Class Date

1. READ AND COMPLETE.*LEGGI E COMPLETA IL TESTO CON LE PAROLE DATE SOTTO.*















To send ^①..... like Rosie and her friends
you must have an e-mail ^②.....

When you open the account you must ^③..... your
e-mail ^④..... and a ^⑤..... . Many
people use their name in their e-mail address.

For example, giorgiosoave@ptfiles.com. Your password must be
a ^⑥..... . You can ^⑦..... and
^⑧..... e-mails all day and all night.

REGISTER SECRET E-MAILS RECEIVE
ADDRESS SEND PASSWORD ACCOUNT

2. WRITE AN E-MAIL TO YOUR FRIEND. READ AND COMPLETE.*SCRIVI UN'E-MAIL A UN TUO AMICO. LEGGI E COMPLETA IL TESTO.*

○○○
Send now         Insert Categories Projects
To <input type="text"/>
Subject <input type="text"/>
Attachments <input type="text" value="None"/>
<input type="checkbox"/> Arial <input type="checkbox"/> It6 <input type="checkbox"/> B <input type="checkbox"/> I <input type="checkbox"/> U <input type="checkbox"/> T <input type="checkbox"/>      
Dear
How are you? I'm
.....
.....
.....
Write soon, Love,

Primary Teaching Files 1-2-3



Name

Class Date

- 1. Put the words in the right order to make questions.**
Scrivi delle domande riordinando le parole.

1. nationality Madonna what is?
2. she does where live?
3. old how she is?
4. does do what she?
5. got she has children any?
6. pets got any has she?

- 2. Find the answers to the questions above on the Internet.**
Write.

Cerca su internet le risposte alle domande dell'esercizio 1 e scrivile qui.

1.
2.
3.
4.
5.
6.

- 3. Find information about your favourite celebrity on the Internet.**
Complete the chart.

Cerca su internet notizie sulla tua celebrità preferita. Completa la tabella.

Name:	Job:
Age:	Hobbies:
Address:	Pets:

Primary Teaching Files 4-5



CLIL IT Lesson – Research Project



- ✓ **Content**: researching and writing information about a famous person
- ✓ **Language input**: question forms, present simple 3rd person, descriptions
- ✓ **‘Competenze’ developed**: *‘usa con consapevolezza le tecnologie della comunicazione per ricercare e analizzare date e informazioni’*



Geography

COUNTRIES

DIRECTIONS AND COMPASS POINTS


GEOGRAPHICAL FEATURES

WEATHER AND CLIMATE




British Life


Geography and weather

- 1  Read and answer. Where do a lot of people live?

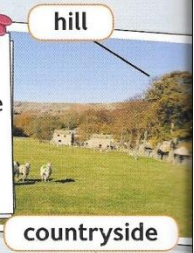
This is a map of Great Britain. There are three countries in Britain: England, Scotland and Wales. Scotland is in the North and Wales is in the West. Next to Britain there is Ireland. Britain is an island. There is sea all around. A lot of people live in towns and cities. London is the capital city of Great Britain.




- 2  Read again and complete the names on the map.

- 3  Read and answer. Where is the River Thames?

There are mountains, valleys and lakes in Scotland and Wales. There aren't any mountains in England but there are a lot of hills and countryside. There is an important river, too, the River Thames. It goes across London in England.




- 4  Write about your country.

My country is ¹_____. It (is/isn't) ²_____ an island.
There is ³_____ next to my country.
There are ⁴_____ and ⁵_____.

Our Discovery Island
Level 4



Our Discovery Island Level 4

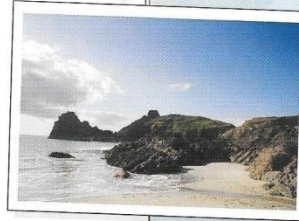
5  Read and answer. What's the weather like in Scotland?


Britain has a lot of different weather everyday!

In England it's warm in the summer and in winter it's cool. It's cloudy and windy and it often rains. But in the

South, near the sea, the sun shines a lot.

In Wales it's wet and rainy in the summer and winter. In Scotland it's often cloudy in the summer. In winter it often snows and it's very cold.




6  Look at the picture. Read and complete.

snowy shining windy sun cold rain

The weather today. In Scotland it's ¹ snowy and it's very ² _____. In Wales there's a lot of ³ _____. In England it's ⁴ _____ but in London the ⁵ _____ is ⁶ _____.



7  Talk about the weather in your country.

- 1 What's the weather like in the South in the summer?
- 2 What's the weather like in the North in the winter?
- 3 What's your favourite weather?

12  Listen and read.

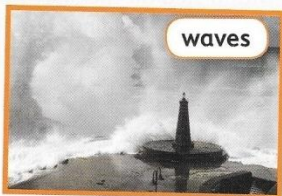
HURRICANE!

Do you like storms?
This man likes storms.
He's flying into a hurricane
in a special plane.



What is a hurricane?

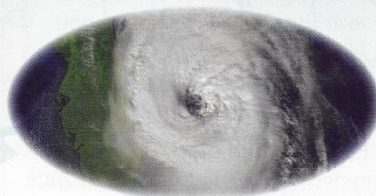
A hurricane is a big storm. The storm is a very big circle of wind and rain. It's very cold and wet in a hurricane. There are big waves on the sea, too.



waves

What's the eye of a hurricane?

The eye is the centre of the hurricane. It isn't windy and rainy there. Can you see the eye of the hurricane in the photo?



When are there hurricanes?

There are hurricanes in the summer and the autumn.

13  Read again and answer. True or false?

- 1 The man in the plane likes storms.
- 2 A hurricane is a big storm.
- 3 It's hot and sunny in a hurricane.
- 4 The eye isn't in the centre of the hurricane.

T	F
T	F
T	F
T	F



14  Ask and answer.

- 1 What is a hurricane?
- 2 What's the eye of a hurricane?
- 3 When are there hurricanes?



Our Discovery Island
Level 4



CLIL Geography Lesson



- ✓ **Content**: extreme weather
- ✓ **Language input**: vocabulary for hurricanes: storm, windy, rainy, wet, eye. Structures: there are, there is, present simple
- ✓ **'Competenze' developed**: *'usa con consapevolezza le tecnologie della comunicazione per ricercare e analizzare date e informazioni'*



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

Giovedì 3 dicembre

Dal "tu mi insegni" al "noi impariamo"

Riflessioni e spunti operativi per una didattica efficace in
classi multilivello e complesse.

Relatore: Vincenzo Ruta



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