

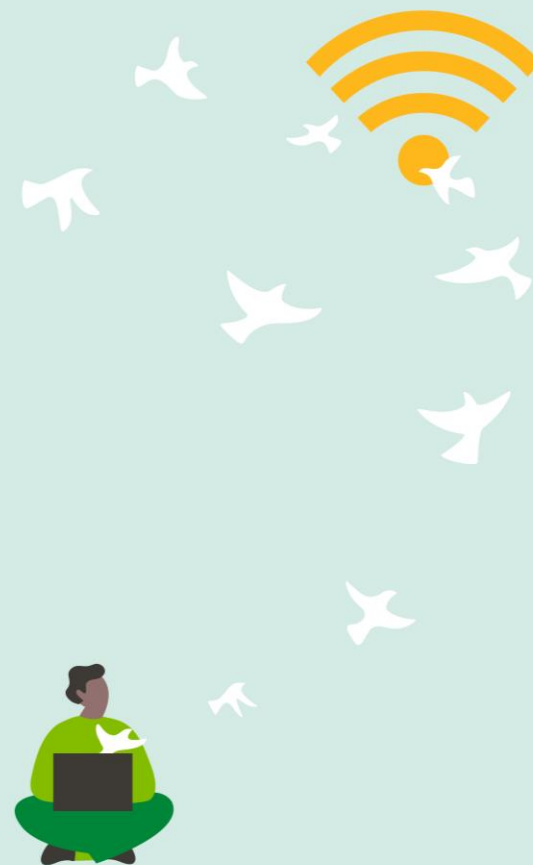
Let's get going with CLIL!

A practical guide to developing
CLIL style lessons using Pearson
materials:

Let's Discover CLIL

24.11.2016

Joanna Carter



Today we will explore how to...

get the most out of our materials

plan a lesson or series of lessons from one work sheet

relate the content/theme of one lesson to other curricular
subjects

develop real life tasks



For more about the history and background of CLIL

www.pearson.it –archivio webinar –scuola primaria -inglese

How to Be Confident and Competent in CLIL Part 1 + Part 2



What does CLIL stand for?



‘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’

DAVID MARSH



In other words...

STUDENTS DEVELOP KNOWLEDGE ABOUT A SUBJECT

at the same time

STUDENTS DEVELOP THEIR LINGUISTIC ABILITY IN THE
SECOND LANGUAGE

CLIL is a very broad term

There are many different types of CLIL

ANY

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

“Method with many faces”

Snow (1991)



Different types of CLIL lessons

EFL STYLE

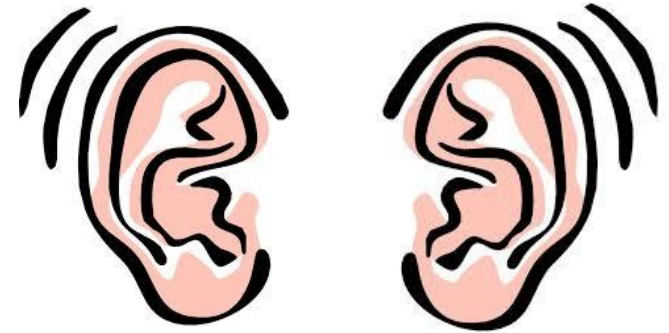
A plan and structure with emphasis on language learning

REAL LIFE TASK STYLE

Very practical 'hands on' with emphasis on content



What's our theme?

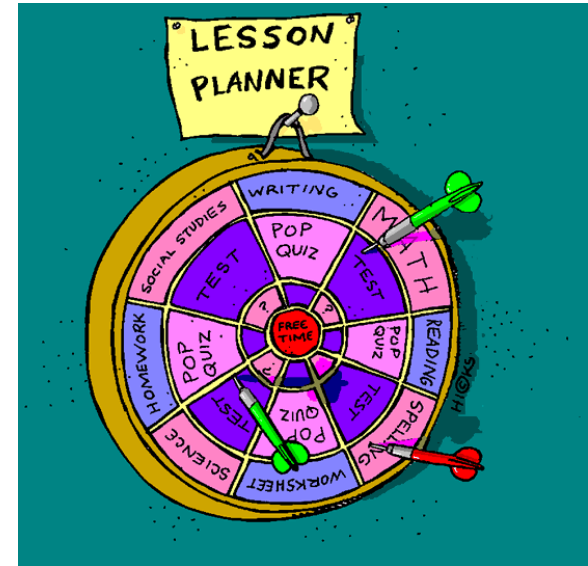




Senses

EFL style CLIL Lessons

CLIL lesson planning with an emphasis on language development



A lesson Plan

**‘A lesson is a carefully managed event which needs a framework:
a beginning, a middle and an end.’**

Rivers 1981



The Lesson Plan Framework

BEGINNING

Warm up
Presentation

MIDDLE

Practice

END

Production

Purpose of Lesson Stages

Warm Up

Focus students on lesson

Make predictions about lesson content



Purpose of Lesson Stages

Presentation Stage

Introduce new vocabulary and/or present the language focus of lesson



Purpose of Lesson Stages

Practice Stage

Practise language in a controlled way concentrating on form and pronunciation



Purpose of Lesson Stages

Production Stage

Students practice and experiment with new language through freer and less controlled activities

The teacher should take a step back and facilitate, monitor and observe





Our Sense Organs

1 Ascolta e ripeti i nomi dei cinque sensi. Leggi e completa le frasi. Poi scrivi i nomi degli organi di senso sotto alle immagini.

The five sense organs are eyes, nose, ears, tongue and skin.

- 1 I see with my
- 2 I hear with my
- 3 I smell with my
- 4 I touch with my
- 5 I taste with my

sight



eyes

hearing



.....

smell



.....

touch



.....

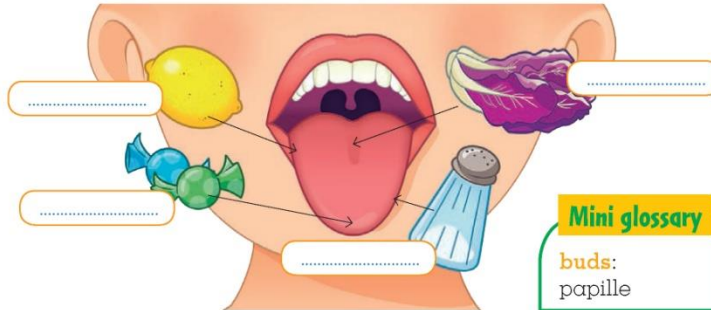
taste



.....

2 Ascolta e colloca le parole sottolineate.

Our tongue has got taste **buds**. They can taste four different flavour types on different parts of the tongue: sweet, sour, salty and bitter.



Mini glossary

buds:
papille

In which stage of the lesson could you use this worksheet?

Warmer presentation, practice or production?

WARMER –Play ‘Simon says’

Students follow these instructions given by the teacher :-

Simons /Teacher says:

show me your eyes

show me your ears

show me your tongue

show me your hands

show me your nose



(Remember if the teacher doesn't say 'Simon says' the students MUSTN'T do the action and are eliminated if they do)

WARMER

Ask students to predict what they think the lesson will be about and what curricular subject it will involve?



PRESENTATION – Sorting Activity

VERB

SENSE NOUN

BODY PART NOUN

sight

nose

touch

taste

to see/look

to hear

to touch/feel

to smell

tongue

eyes

ears

hearing



to taste

smell

mouth

hand

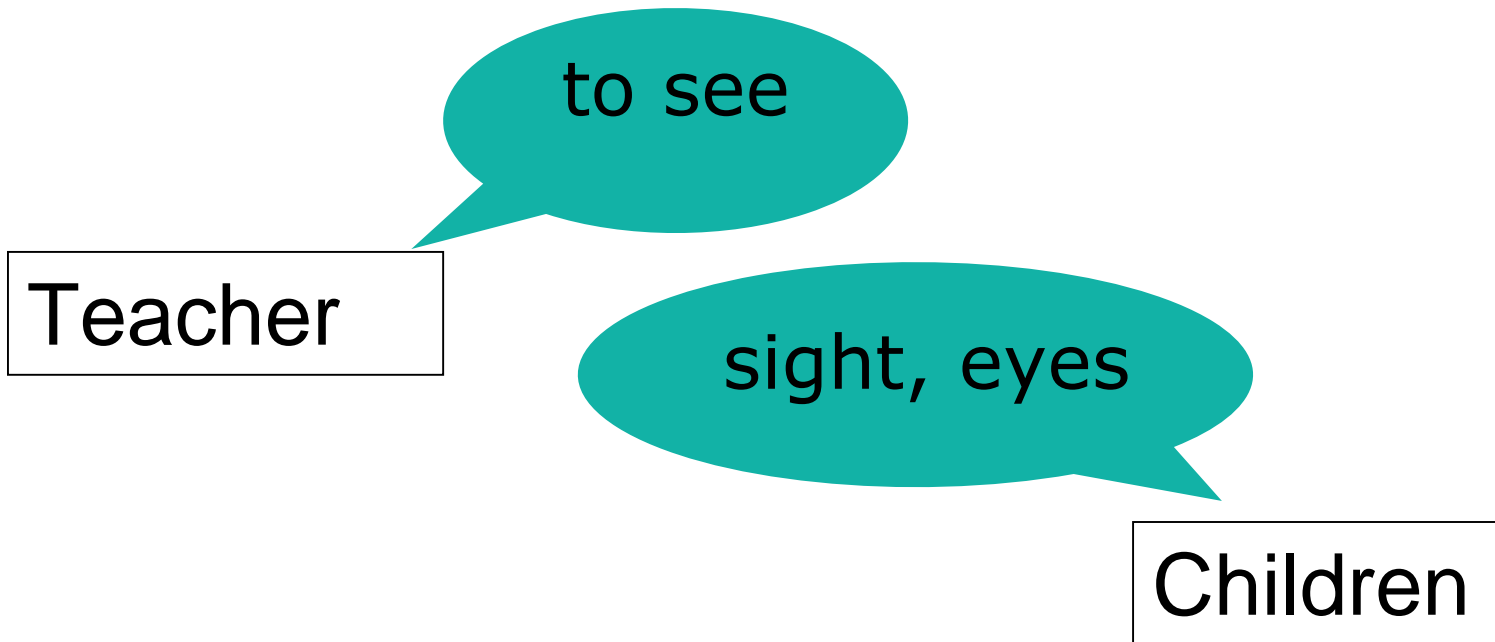
PRESENTATION – Sorting Activity

Verb	Sense noun	Body part noun
to see /look	sight	eyes 
to hear	hearing	ears 
to smell	smell	nose 
to touch/feel	touch	hands 
to taste	taste	tongue 

DRILL THE VOCABULARY

Practice Across the class

Students Practice in pairs




PRACTICE STAGE - Writing

Science

Worksheet 6



Our Sense Organs

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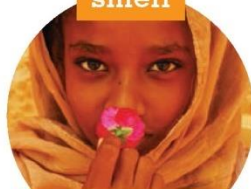
eyes

hearing



.....

smell



.....

touch

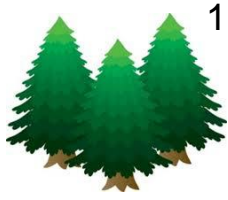


.....

taste



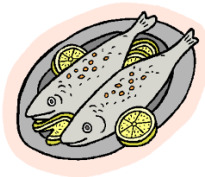
.....



I can hear the bird sing,
The dog bark, the cat miaow,
I can hear the phone ring.



I can see the trees grow,
The bright stars, the yellow moon,
I can see the white snow.

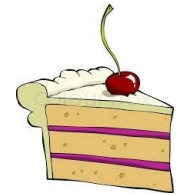
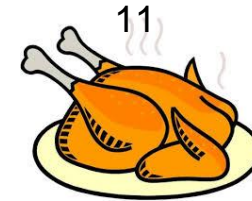


I can smell the roast meat,
The fresh bread, the perfumed flowers,
I can smell your stinky feet!

I can touch the soft grass,
The cold ice, the wet rain,
I can touch the smooth glass.

I can taste the salty fish,
The chocolate bar, the sweet cake,
I can taste my favourite dish!

(adapted from www.tes.co.uk)



14

13



15



16

PRACTICE STAGE -Reading

1.What 3 animals are in the poem?

I can hear the bird sing,
The dog bark, the cat miaow,
I can hear the phone ring.

2.What 2 colours are in the poem?

I can see the trees grow,
The bright stars, the yellow moon,
I can see the white snow.

PRACTICE STAGE-Reading



3. Do perfumed flowers smell good or bad? _____



4. Do stinky feet smell good or bad? _____

I can smell the roast meat,
The fresh bread, the perfumed flowers,
I can smell your stinky feet!

PRACTICE STAGE-Reading

I can touch the soft grass,



The cold ice, the wet rain,



I can touch the smooth glass.



I can taste the salty fish,



The chocolate bar, the sweet cake,



I can taste my favourite dish!

5. Match the words

soft

salato

wet

dolce

smooth

morbido

salty

bagnato

sweet

liscio

cold

freddo

6. What's your favourite dish?

Production Stage – Writing a poem

In AUTUMN

I can see



I can feel



I can smell.....



I can hear.....



I can taste



- red and yellow trees, jack- o'-lantern, ghosts
- crunchy leaves, the cold, the rain
- apple pie, roast chicken, bonfires
- the wind, fireworks, owls hooting
- roast chestnuts, hot chocolate, toffee apples

Senses Extension Activities on Taste

Presentation

Look at the poem again.

Can you finish these sentences?



The cake tastes _____



The fish tastes _____

Can you finish these sentences?

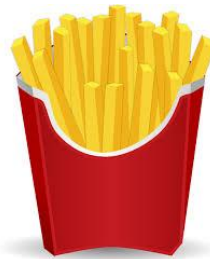


The lemon tastes _____



The onion tastes _____

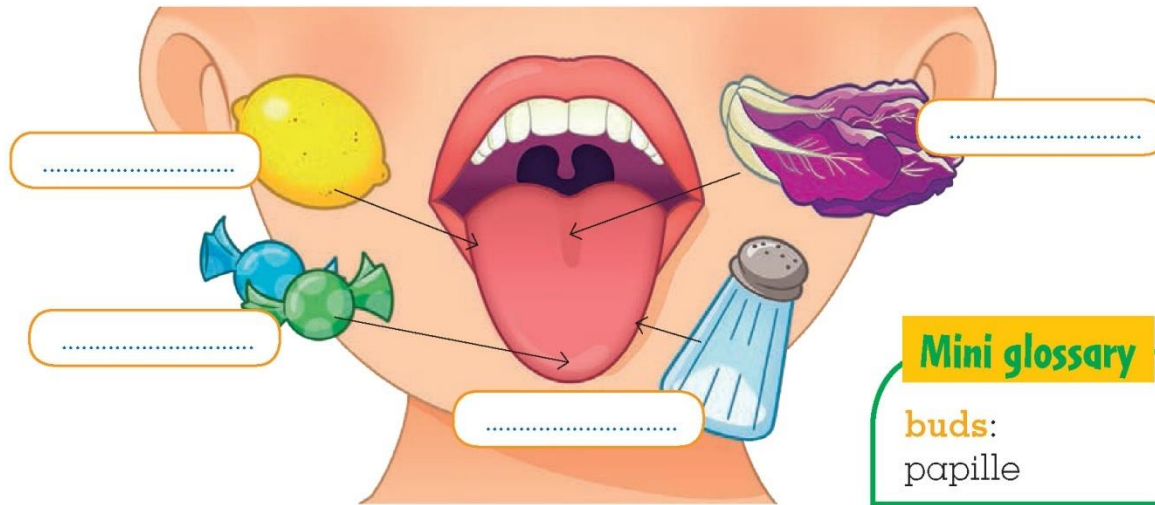
Practice – sweet, salty, sour or bitter?



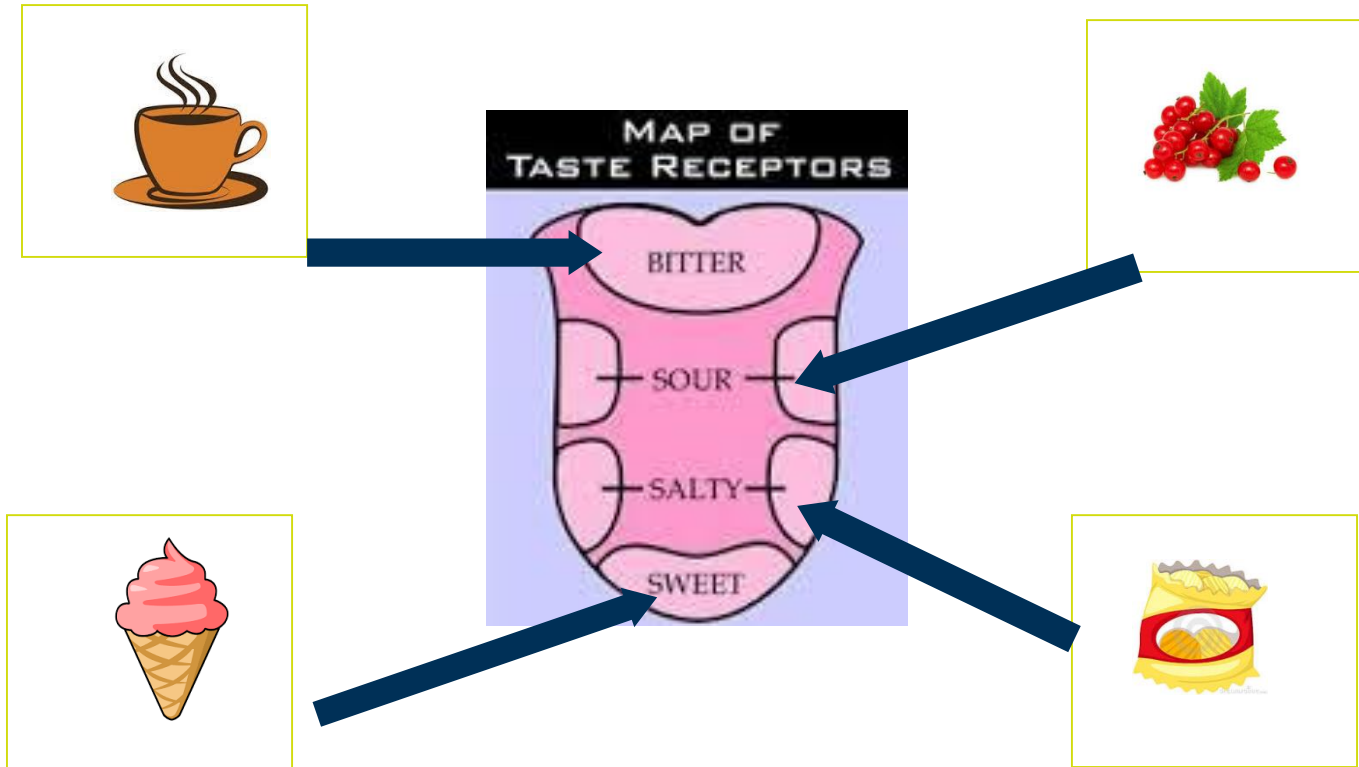
Practice -writing

2  Ascolta e colloca le parole sottolineate.

Our tongue has got taste **buds**. They can taste four different flavour types on different parts of the tongue: sweet, sour, salty and bitter.



Production – make a taste map poster



SCIENCE
Animals and
their senses

HISTORY
The history of glasses
The history of braille

**Senses Across the
Curriculum**

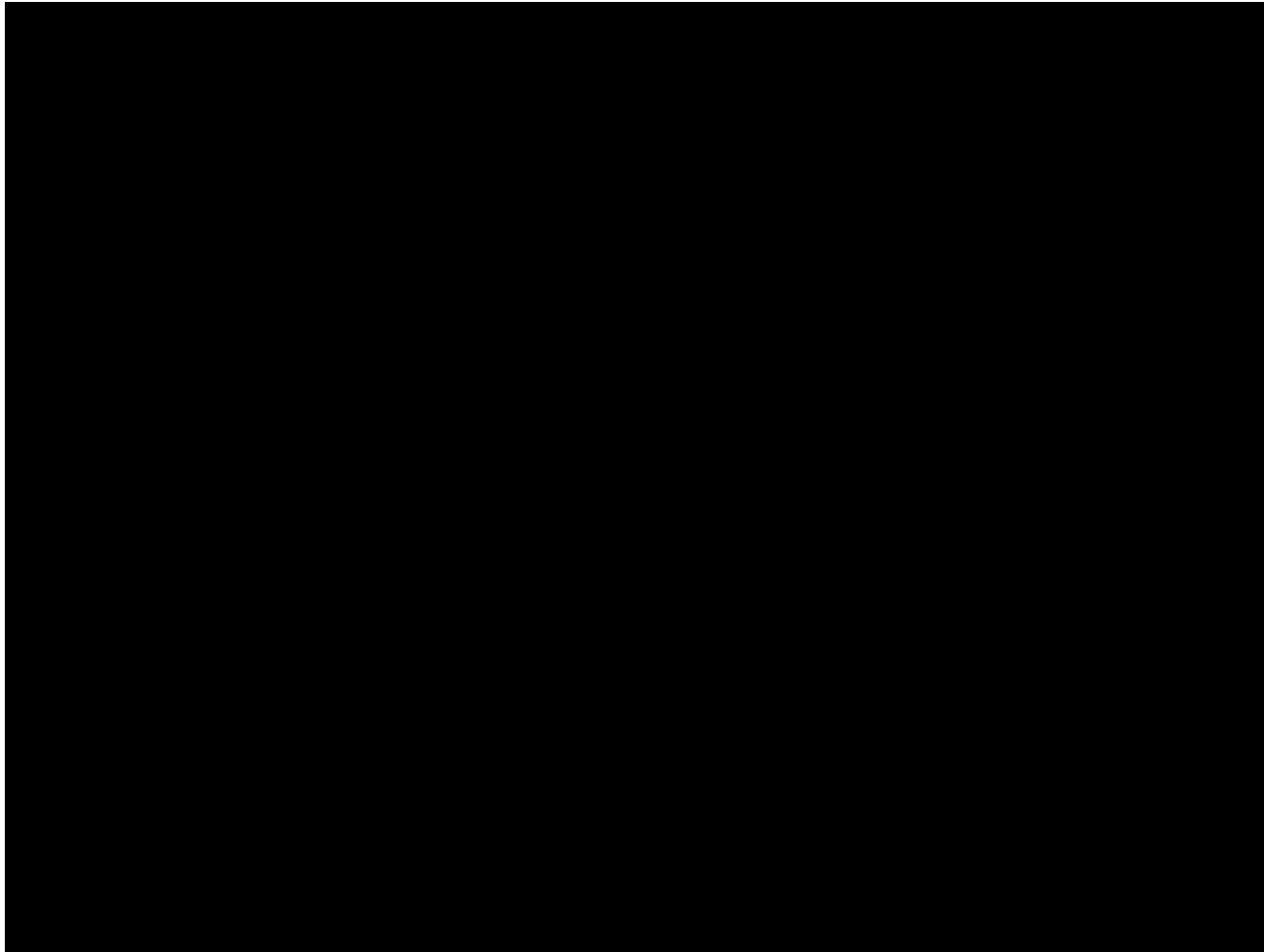
ART
Taste poster
Booklet to illustrate poem

MUSIC
Senses song with
TPR

ART – Booklet to illustrate poem



MUSIC



Five senses- Silly Schools Songs –www.youtube.com

Real Life Tasks

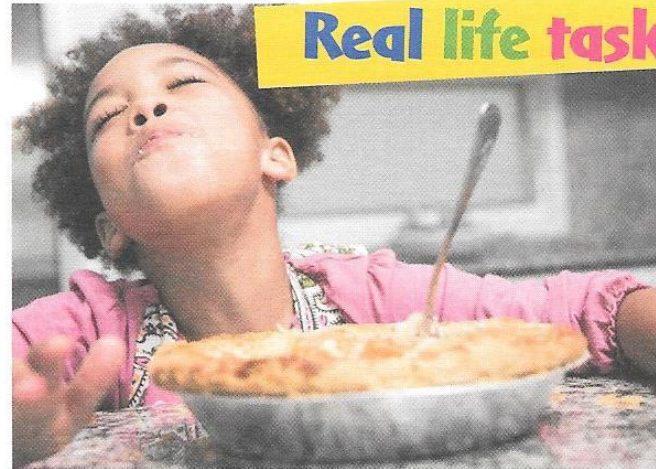
Science

Taste Test Experiment

Does our sense of smell help us taste food? Do our senses work together to help us identify different types of food?

Do the taste test experiment and find out.

Complete the experiment form.



From Let's Discover CLIL
Let's Be Friends Level 5

**Please get permission from
parents to do the test in case of
food allergies and diabetes**

What are the characteristics of a real life task?

- Greater emphasis on content than on traditional language learning
- Not a focus on teaching and learning grammar and structures in the traditional sense
- Fluency more important than accuracy. Errors are treated as a natural part of language learning

What are the general benefits of doing a lesson around a real life task?

- Helps bridge the 'reality gap' between the classroom and the real world
- Contributes to the students' social and psychological development
- Cognitive skills are challenged and developed
- General 'competenze' are developed

What are the general benefits of doing a lesson around a real life task?

- Inclusive lessons. Great for students who have problems with reading and writing
- Teacher doesn't have to have a bilingual level of English to cope with the content of the lesson

Planning

A typical Scientific Experiment Structure

OBSERVATION

ASKING QUESTIONS

HYPOTHESISING

DOING AN EXPERIMENT

COLLECTING DATA

DRAWING CONCLUSIONS



Planning CLIL Real Life Tasks

Before the lesson think about the language the students need to use

- Make it simple and repetitive – not above A2
- Allow students to practise the language
- Make sure they have visual prompts /support to help remember the language

WARMER

Create Interest

Teacher

What's your favourite food?

What does it taste like?

Can you taste it well when you have a cold?

Warmer – create interest

- Bring different flavoured fruit sweets to the class
- Ask a child to the front and to close their eyes
- Give the child a sweet to eat and ask what flavour it is
- Ask the child to hold his/her nose
- Give the child a different sweet to eat and ask what flavour it is



WARMER

Create Interest

Teacher

What is our experiment?

What senses are we using?

What's our scientific question?



Worksheet 1



Our learning objective

To learn about the relationship between our sense
Of smell and taste

My predictions

Does our sense of smell help us taste food?

- a) No, never!
- b) Yes, sometimes.
- c) Yes, always.

Use flashcards to practise language



What is it?

What does it taste like?

Materials Needed

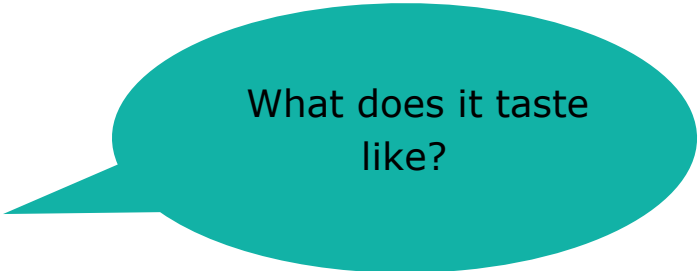
- Blindfolds
- Small plastic cups
- Cold tea, salt water, sugared water, peach juice, apple juice, blackcurrent juice, lemon juice, pear juice
- Tissues
- A bin
- Worksheet to record results and pencils

Worksheet

substance	Student A's answer Tongue (holding nose)	Student B's answer Tongue and Nose
Pear juice	Don't know	Pear juice
Apple juice		
Sugar water		
Tea		
Blackcurrent juice		
Peach juice		
Lemon juice		
Salt water		

Setting up the experiment

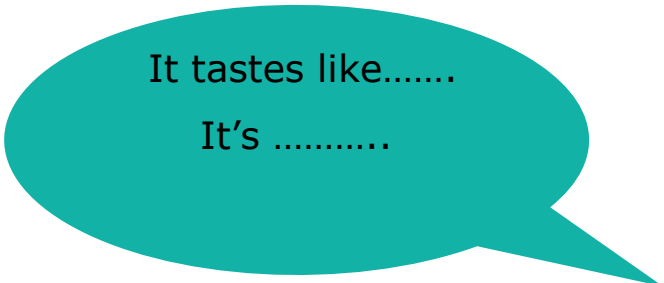
- Put the students into groups of 4
- Blind fold 2 students per group -they are tasters . Student A holds his/her nose. Student B does not hold his/her nose.
- Give out 1 worksheet per group
- 2 students per group are scientists . They ask questions and record the answers



What does it taste like?



What is it?



It tastes like.....
It's



I don't know

Informazioni utili

 Gli **attestati di partecipazione** vi saranno inviati via e-mail

 Riceverete nella medesima e-mail le istruzioni per scaricare, dal sito Pearson, i **materiali** presentati oggi

I prossimi appuntamenti

www.pearson.it/webinar

The screenshot shows the Pearson website interface. At the top, there is a green header with the Pearson logo and the slogan "IMPARARE SEMPRE". Below the header, there are navigation links for "Login", "Registrati", "Accedi ai prodotti digitali", and a shopping cart icon labeled "Carrello (0)". A search bar is also present with the text "cerca".

On the left side, there is a vertical menu with the following items: "CHI SIAMO", "CATALOGO", "ACQUISTA PRODOTTI DIGITALI", "PEARSON ACADEMY", "DIDATTICA DIGITALE", "AREE TEMATICHE", "UNIVERSITÀ", "PRIVATE LANGUAGE SCHOOLS", and "CONTATTI".

The main content area features a large banner with a background image of hands raised in a classroom. The banner text reads: "I NUOVI WEBINAR PER DOCENTI ADOTTANTI" and "SCOPRI LE PROPOSTE PER GLI INSEGNANTI DEL PRIMO CICLO SCOLASTICO CHE HANNO ADOTTATO UNA NOVITÀ PEARSON 2016". There is a prominent "ISCRIVITI" button. To the right of the banner, there are smaller promotional tiles: "ATTIVA I TUOI PRODOTTI DIGITALI", "I LIBRI DI SCUOLA CON LA CARTA D'IDENTITÀ", and "NOVITÀ 2016".

Below the banner, there is a row of logos for various partners and publishers, including "e", "Bruno Mondadori", "edizioni scolastiche Bruno Mondadori", "EL/MEDI", "linx", "PARA", "Pirella", "PEARSON", "Pearson Longman", and "TRECNA".

At the bottom, there are five category tiles with icons: "SCUOLA - LAVORO" (briefcase), "DIDATTICA INCLUSIVA" (hands), "COMPETENZE" (circular arrows), "INVALSI" (pen nib), and "AREA STUDENTI" (school building).

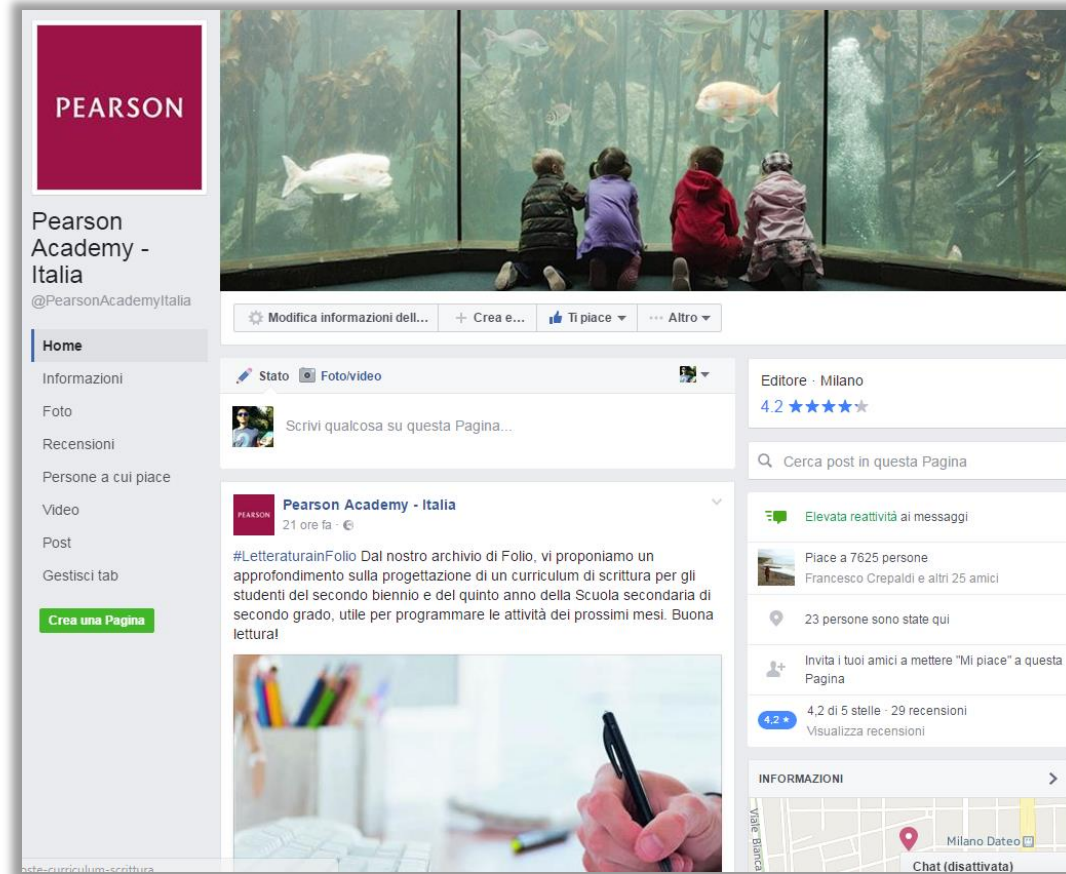
La Pearson Academy su Facebook

Seguiteci su Facebook!

Potrete restare aggiornati sui prossimi appuntamenti di formazione, ricevere articoli, approfondimenti, notizie sulla scuola in Italia e nel mondo, e molto altro. E potrete naturalmente condividere quello che vi piace o lasciare commenti.

Pagina Fan

Pearson Academy – Italia



**Grazie per la
partecipazione!**

IMPARARE SEMPRE