PART 3

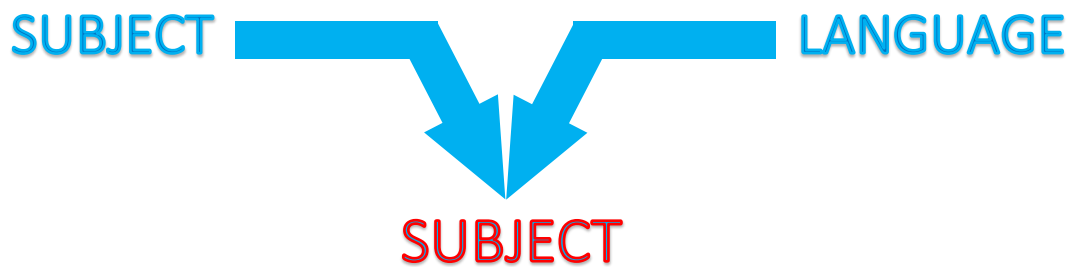*(4 hours)*

BELL Beyond's

ONLINE TEACHER COURSE

2018/19

3 – Content and Language Integrated Learning (CLIL)

What is CLIL?

CLIL stands for:

CONTENT and LANGUAGE INTEGRATED LEARNING

CLIL is the practice of learning a subject through a language, and learning a language through a subject.

At BELL, the language we teach is ENGLISH!

The **subject** can be anything you prefer: history, geography, science, maths etc.

The aim of CLIL is to teach the subject and language together, at the same time.

BELL focuses on:

Vocabulary and knowledge (*Content*)

Speaking and pronunciation (*Language*)

Application of knowledge (*Integrated Learning*)

Confidence

Creativity and fun! (*BELL's ethos of* EDUTAINMENT)

In order to run a successful CLIL project in your classroom, it is important that you achieve *full-immersion* (i.e. both teacher and students speak ONLY English during the project).

We understand that it can be difficult to plan and lead a *fully-immersive* English language CLIL project in your classroom, so we will now explore some hints and tips on how to achieve *full-immersion*.

LISTEN to *Recording #4* to find out BELL's top tips for achieving full-immersion activities with your students and in your classroom.

COMPLETE the *Quiz #2* on applying the BELL style in different situations in the classroom.

BELL's ⭐5⭐ steps to create a *full-immersion* CLIL lesson:

1.
FUN INTRODUCTORY ACTIVITY

At BELL, we know how scared students can be when they start a full-immersion lesson.
Start the lesson with a FUN INTRODUCTORY ACTIVITY as a fantastic way to get your students speaking in English and having lots of fun!
These games also build confidence in a full-immersion classroom.

2.
INTRODUCE NEW VOCABULRY

Introduce the key words and NEW VOCABULARY for the lesson.
At BELL, we love to play exciting flashcard games to repeat and practice new vocabulary, and improve speaking, pronunciation, reading, writing and comprehension skills.

3.
APPLY VOCABULARY

Build upon the new vocabulary by creating full sentences, descriptions and APPLY THE VOCABUARY.
At BELL, we APPLY THE VOCABULARY using real-life role play activities and TPR games.

4.
CREATE A FINAL PROJECT

At BELL, we always finish with a final project that uses and practices all the vocabulary and English language learnt.
Ask your students, individually or in groups, to CREATE A FINAL PROJECT. This activity should be creative and apply all the knowledge taught throughout the lesson.

5.
PRESENTATION

Finally, individually or in groups, students PRESENT their final project.
This activity practices the vocabulary and English language taught, improves presentation skills and builds confidence of students.

Have a look at BELL's example CLIL lesson plans below:

Grade: Infanzia, 1st, 2nd and 3rd Primaria	Topic: ANIMAL KINGDOM	Time: 1 hour
Learning Objectives:	– Revise and introduce new animal vocabulary – Introduce and practice basic opinions ("I like"/"I dislike") – Recognise habitats	

Objective	Activity	Time
FUN INTRODUCTORY ACTIVITY	**FUNKY ANIMALS** In a circle, count with your class from 1 to 8. First count from 1 to 8 whilst shaking your right hand, then your left hand, then your right foot, then your left foot. Repeat this, but halve the counting to 4, then 2, then 1 and end by shouting "FUNKY ANIMALS" and shaking your body.	5 mins
INTRODUCE NEW VOCABULARY	**INTRODUCE ANIMAL FLASHCARDS** (6 to 10 flashcards, depending on level)– with actions and sounds.	5 mins
	SLOW MOTION Hold the flashcards with the pictures facing towards you. Turn around the last card so the picture is facing the students, but is hidden by the other flashcards. Slowly pull the flashcard up inch-by-inch so that the students can only see part of the picture. As the picture is slowly revealed, the students should try and guess what the flashcard is!	5 mins
	WHISPERS Place all the flashcards all around the room. Divide the students into two lines. Whisper the word on one of the flashcards to the student at the back of each line. Say, "1, 2, 3, GO!" and it's a race to whisper the word down the line. When the last student hears the flashcard, they must run and find that flashcard. The first student to find it gets 1 point for their line/team.	10 mins
APPLY VOCABULARY	**I LIKE/I DISLIKE RACE** Ask the class to line-up in the middle of the space. Identify one side of the space as "I like" and the other as "I dislike". Begin by saying one of the animals that you like (for example, say "Do you like polar bears?"). The students must run to either "I like" or "I dislike". The last student to run to a side of the space is eliminated. It is always best to begin with a few rounds without elimination, and then introduce it once the students understand the rules. When students have chosen a side, they should repeat "I like polar bears" or "I dislike polar bears".	10 mins

INTRODUCE NEW VOCABULARY	INTRODUCE HABITATS Use 'The Animal Kingdom' poster to introduce and explain habitats.	5 mins
	POSTER SPLAT Stick the poster up on the wall. Ask for two volunteers. Name one of the animals. The students must race to 'splat' the animal in its habitat, whilst shouting out the habitat. Whoever is first gets one point for their team.	5 mins
FINAL PROJECT (To encourage creativity and apply knowledge) PRESENTATION	'WELCOME TO OUR ZOO' Each student draws the animal they like the most (choosing from the animals that have been studied during the lesson) and draws the animal in its habitat.	10 mins
	Students can present their animal and picture to the class and, depending on level of students, can use the following language: "I like..." "It lives in..." "It is... (basic adjectives learnt previously)"	5 mins

Grade: *4th and 5th Primaria and Media*	Topic: *FUTURE PROFESSIONS*	Time: *1 hour*

Learning Objectives:	– *Revise and introduce jobs and occupations vocabulary* – *Discuss skills and qualifications* – *Recognise what skills are required for different professions*

Objective	Activity	Time
FUN INTRODUCTORY ACTIVITY	*1, 2, 3* *Get the students into pairs. In each pair, one person should be labelled 'A', and one person labelled 'B'. In their pairs students count to 3, alternating between person 'A' and 'B' e.g. 'A' says "1", 'B' says "2", 'A' says "3", 'B' says "1", 'A' says "2", and so on. After a short while, once the students are getting the rhythm and the idea, Number 1 becomes a clap: Clap, 2, 3. Then you start again. Again, after a short while, Number 2 becomes a click: Clap, Click, 3. Then you start again. After a short while, Number 3 becomes a stomp: Clap, Click, Stomp. Eventually this can be played as an elimination game or round robin.*	*5 mins*
INTRODUCE NEW VOCABULARY	*INTRODUCE JOBS FLASHCARDS* *(10 to 14 flashcards, depending on level)*	*5 mins*
	ARTICULATE *Describe a flashcard to the students. Sounds easy, right? However, you cannot say the word! The first student to correctly guess then describes the next flashcard to the class. Help students to think of descriptions and clues by thinking about location, what the job does, what skills are required etc.*	*5 mins*
	WHISPERS *Place all the flashcards all around the room. Divide the students into two lines. Whisper the word on one of the flashcards to the student at the back of each line. Say, "1, 2, 3, GO!" and it's a race to whisper the word down the line. When the last student hears the flashcard, they must run and find that flashcard. The first student to find it gets 1 point for their line/team. For students of a higher-level, you could whisper clues e.g. "Works in a hospital" or "Teaches students in a school".*	*10 mins*
	CAPTAIN'S COMING *Think of some skills and qualifications suited to the job vocabulary you have introduced (Skills: Technology, Organisation, Writing, Speaking, People, Adaptable / Qualifications: Degree, Experience, Science, Practical, Language). Each time you say a word your students must perform an action and sound e.g. Technology = act out typing at a computer, People = "Hello!". Make sure that the action and/or sound corresponds with the word. Eliminate those who are too slow or do the wrong action.*	*10 mins*
APPLY VOCABULARY	*RUNNING DICTATION* *Write a sentence about each of the occupations introduced at the start of the lesson. Divide the class into teams. On the shout of "GO!" students must race to read the sentences and remember as much as possible. They must then*	*10 mins*

	dictate this to their team who will write it down. Students should take it in turn to read the sentences, with one student from each group running at any one time. The first team to correctly write all the sentences down and identify which job each description is describing, is the winner!	
FINAL PROJECT (To encourage creativity and apply knowledge)	'JOBS "R" US' Each student chooses one job and writes a job advertisement for the chosen occupation. They must include the following details: Job title, Description, Skills, Qualifications, Pay, Length of contract	10 mins
PRESENTATION	Students can present their job advert, listing all the details and advertising it to the class.	5 mins

PLAN a CLIL lesson.

Using the example lesson plans and all of BELL's hints and tips, plan your own CLIL lesson for one of your classes.

COMPLETE the *Evaluation*.

Lead a CLIL lesson, using the BELL Style and Methodology and your completed lesson plan, with one of your classes.

Fill-in the feedback form to evaluate the activity.