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Corso strutturato di metodologia CLIL frequentato a Cambridge (UK) dal 13 al
26 agosto 2017

Teaching Science and Maths in English and "bilingually"

CLIL - Content and Language Integrated Learning

Cambridge - Sunday 13 August - Saturday 26 August 2017

Teacher: Angela Ronchi
Istituto Comprensivo di FAEDIS - UDINE -
ITALY

Introduction

'There are nearly thirty Cambridges around the world, but there is only *one Cambridge"*.

With these words starts the brochure that I received by our Local Organizer Mrs. Harriet Sturdy, the first day we arrived at the Tuition Centre at Anglia Ruskin University, in Cambridge for the Erasmus plus program for Secondary School teachers in the UK.

Now I would dare add there is only *one place in Europe* that speaks about learning and teaching in such an intensive way *in August* and that place is Cambridge.

One of the teachers I met there during the course told me that the course was a revolution for her way of teaching. It was. It was intensive and energy run from teachers to teachers, it was warm and funny, catchy and emotional, stunning and outstanding like a journey at the King's Chapel.

Cambridge itself is the right complement of the course, a full immersion in *a world of worlds*, where History and Science, Religion and Anthropology were the matching opposites. Cambridge is "more of a town than a city", but Cambridge is definitely the crossover for people from all over the world, where they meet each other for one main reason, and this is Culture.

Cambridge is a University City that has sent its name and its scholars across the continents and still receives teachers and students from the continents with no sign of discrimination: here you can feel the meaning of Culture and the respect of being a citizen of the World: the equivalence between *Culture* and *Inclusion*.

Here the colleges (thirty-one colleges, now) contain a great architectural treasure from the past, but also the vanguard of the contemporary high-technology revolution.

In fact, the group of technology and bioscience-based companies in and around Cambridge has become one of Europe's most successful and best known clusters of its kind.

From the high-design research centers to the enriched laboratory environments, focus on sustainability, dedication to culture, and commitment to economic and community impact make workplaces in Cambridge projected to the future.

The study programme

On Monday 14th, after a welcome and an orienteering in the town and the University with the Local Organizer we started a week English course with David Deadman, from Monday to Thursday.

On Tuesday 17th, we had a lecture with Adam Southwell about the teaching of Science in the British Secondary Schools and The National Curriculum, Materials, Methods, Standards and Assessment.

The second week workshop with Graham Workman was about CLIL Methodology for Science and Mathematics teachers.

The last day, Friday 25th we spent time to compare CLIL lessons with the help of Diana Hicks.

English LanguageTraining

Teacher: Mr. David Deadman

Storytelling

Telling stories and scaffolding the language with pictures on the whiteboard: this was David's main approach. He captured our attention for hours and hours!

After that workshop, I asked myself if it would be possible to transfer David's approach to my class and I tried to identify goals and contents of his work.

So, what are the steps? Are we able to do the same with our Italian students?
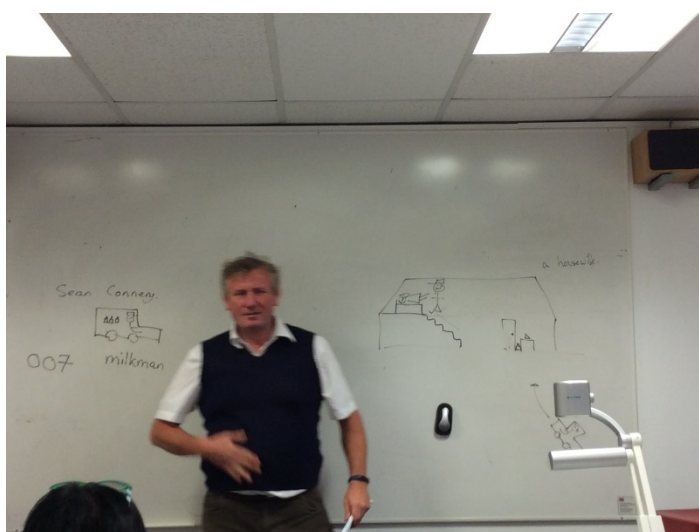
First step: *Clarify the main aim*. For David, the goal was to improve our listening comprehension and speaking skills, using the informal English of the native speakers.
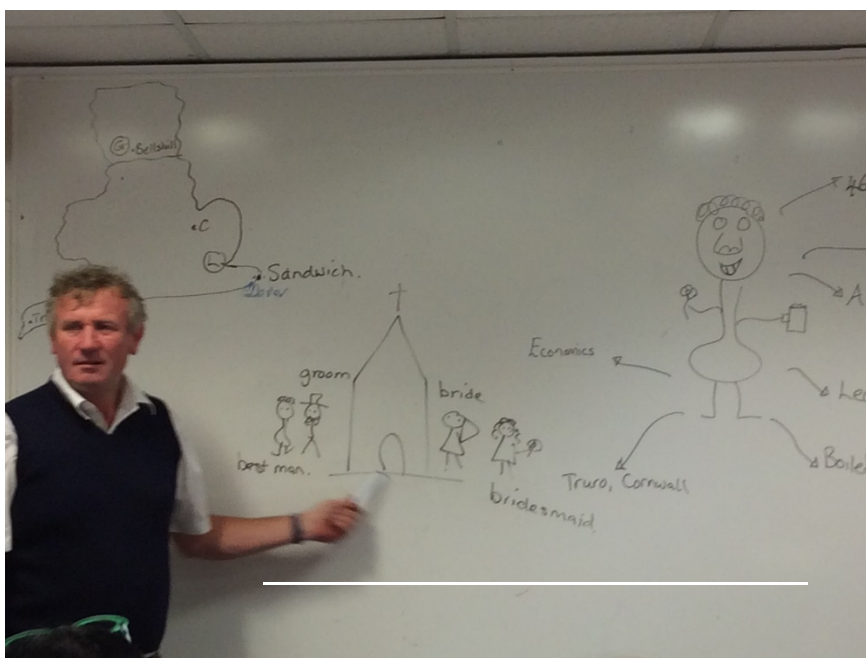
Second step: *Contents and context*: Real life, real language. He showed us the difference between the formal language, we usually speak, as foreign students (yes, the one we studied with big effort and suffering at school!) and the fluent evolving language of the common people. The language of the pub, the English spoken by everybody. The idiom.


Third step. *Methodology*: he chose a natural approach. Nothing strange or new technologies, just a pen and his words: each story was different and addictive: he simply started to speak about himself and his life. He didn't use a book and he didn't read stories. Every day he started with a storytelling, helping our comprehension with drawings. He begun classes taking cues from his own life, but it seemed as he had started from each other life, from students' lives, *our* lives.
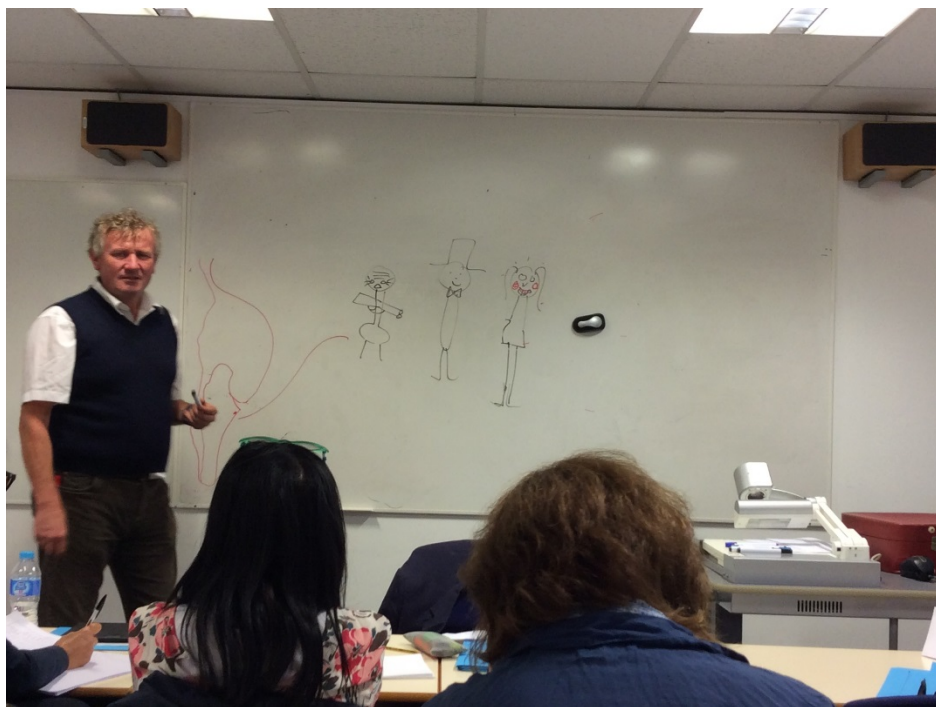
Fourth step: *Involving the students in the story*. The result was involving the learners strongly, in a creative way and when he asked to produce, we had a ready 'Scaffolding language' on the board. At the beginning, we *were not able to speak without* the help on the whiteboard!

Fifth step: *personal life and emotions*. One day he got us in the game! He asked us to put ourselves on the line: we had to draw a drawing. He wanted us to sketch the following elements: a tree, a forest, a river, a house, an animal, a path. Simple?

Which tree is in your mind? Find it out!
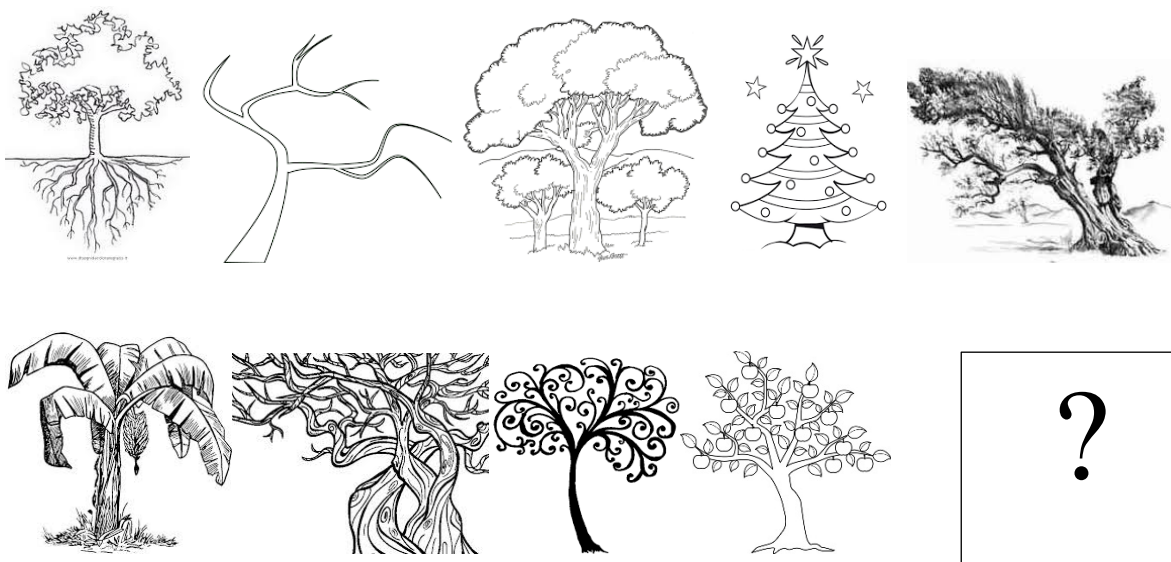
Make your own drawing! Pick up pencil and crayons: do not think too much! Draw! In the next page you can find a white sheet for your activity.
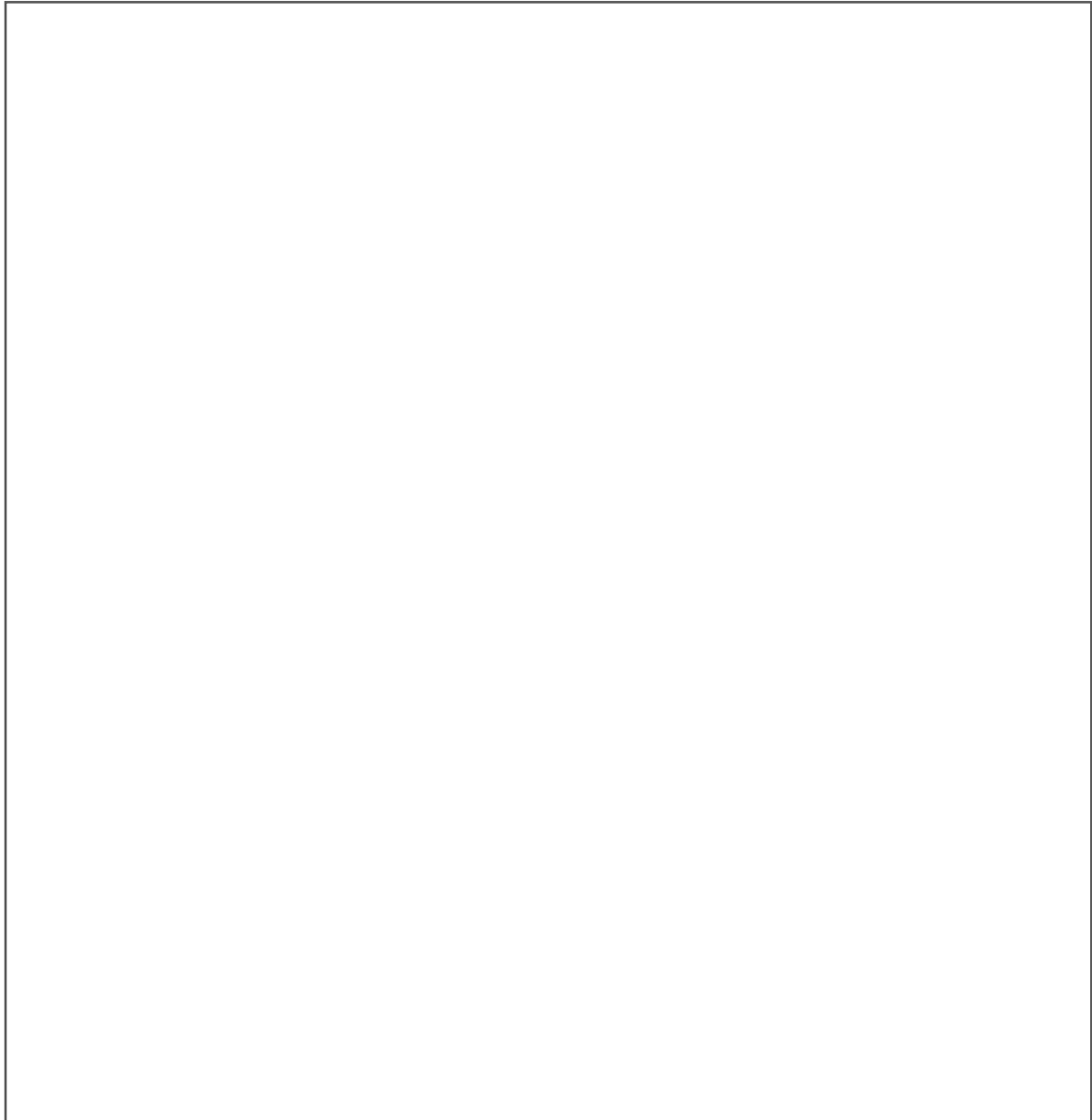
As a result, we obtained our next task! Many drawings that we had to comment. We also had to interpret them from a psychological point of view: a personality test or stories of our lives!

For your personal information, you can observe the thickness, the shapes, the size, the light or the darkness and the position of the elements you have just drawn. What is your global impression? Ask yourself if this drawing relates your personal life, just now.

Do you want to know what the meaning of the elements of your drawing is?

Tree = life now.

Forest= family and friends.

Animal= personality character.

Water=love/life.

Path= future.

After this short break, let's go on with the analysis of David's teaching.

Sixth step: *revision*. Every day he revised the storytelling with the help of the learners. Then he gave us some written sheets and tasks to work in groups. The idiomatic sentences were fluently expressed by us, remembering the context where the first time they were used. Filling the papers and helping each other was easier.
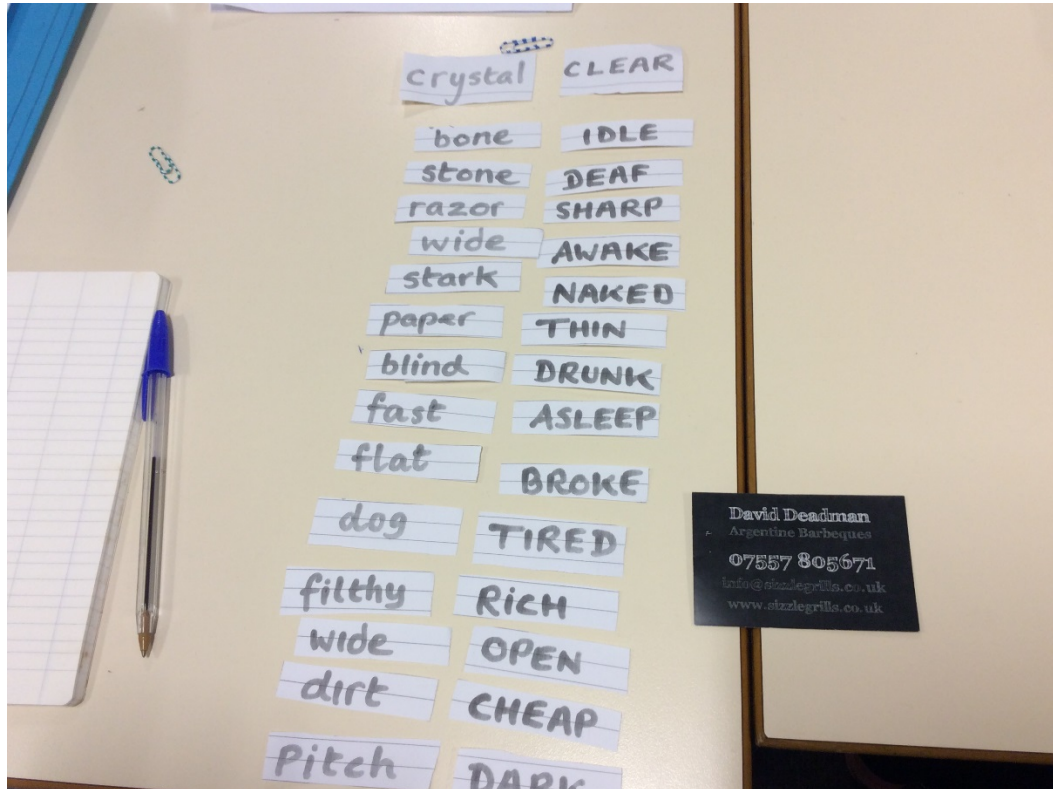
Lists of adverbs and adjectives to match, working in pairs.

Seventh step: *Positive interaction*. Working in pairs or in short groups after few minutes of teacher speaking was the rule of every lesson. In this way, we could speak a lot, and the teacher could come to the groups.

His main role during student activities was:

- listening to our dialogues,
- giving prompts,
- answering personal questions,
- repeating the sentences,
- resuming the main structures,
- giving suggestions to be more aware of the errors,
- focusing the attention on some crucial topics,
- preparing the next activity,
- relaxing, unbending and doing nothing.

Eighth step: *suggestions for teachers going working with students*.

Classic fairy tales to improve the language.

Which fairy tales?

Here they are!

Cinderella,

Little Red Riding Hood

Puss in boots

Hansel and Gretel

The Emperor's new clothes

The tortoise and the hare

ACTIVITIES

Here are some examples of activities we did with David.

ACTIVITY ONE.

Aim: Feeling the sound and the connections between adjectives and nouns.

Content: adjectives in spoken language.

Task: Discuss in pairs and complete the grid, matching the word on the row to the right one on the column.

Storytelling: Look at the drawings: what is the picture that matches to the right description? Find out and tell a short story.

	fine	row	tune	thief	wedding	mistake	nose	brat
A glaring								
A catchy								
A runny								
A hefty								
A petty								
A spoilt								
A blazing								
A shotgun								

Let's have a look to the following drawings:

a. _____   b. _____ c._____ d._____

Let's write:

1. A catchy _____
2. A shotgun _____
3. A spoilt _____
4. A runny _____
5. A _____
6. _____
7. _____
8. _____
9. _____

ACTIVITY TWO:

Put a cross on the right place.

	book	liar	road	chair	egg	shave	husband	job
A rickety								
A close								
A compulsive								
A dog-eared								
A hen-pecked								
A cushy								
A winding								
A rotten								

ACTIVITY THREE:

Read/listen to and fill in:

That day Peter was at work, at the desk of the hall with a _____ book in his hands. He was sitting on a _____ chair and thinking of her wife. That morning they had a _____ row on the _____ road leading to the courtyard of their old house. He was asking her where she had bought the beautiful silky scarf she was wearing, but she told him it was her sister's present from Paris. She was a _____ liar. He didn't believe in a word of hers: her sister had a _____ job; she couldn't afford neither a journey nor a silky scarf. He was afraid to discover the rotten _____ in their relationship. That morning he knew he had a close _____ with the truth: he was a _____husband! His wife was having an affair!

ACTIVITY FOUR:

Saying "very" in different ways:

Adjective	Very + adjective
Tired	*Dog* tired
Sharp	*Razor* sharp
Deaf	*Stone* deaf
Idle	*Bone* idle
Clear	*Crystal* clear
Asleep	*Fast* asleep
Awake	*Wide* awake
Naked	*Stark* naked
Cheap	*Dirty* cheap
Drunk	*Blind* drunk
Rich	*Filthy* rich
Thin	*Paper* thin

ACTIVITY FIVE:

Prepositions: On, out of, over, by, under, at.

On	Out of	Over

By	Under	At

the blue   the top   purpose   gunpoint

lock and key   earshot   the hill   heart

cloud nine   the thumb   and large

the moon   the weather   behalf of   the counter

the whole   sight   breath   mistake   dusk

the impression   my dead body

second thoughts   new management   surprise   death's door
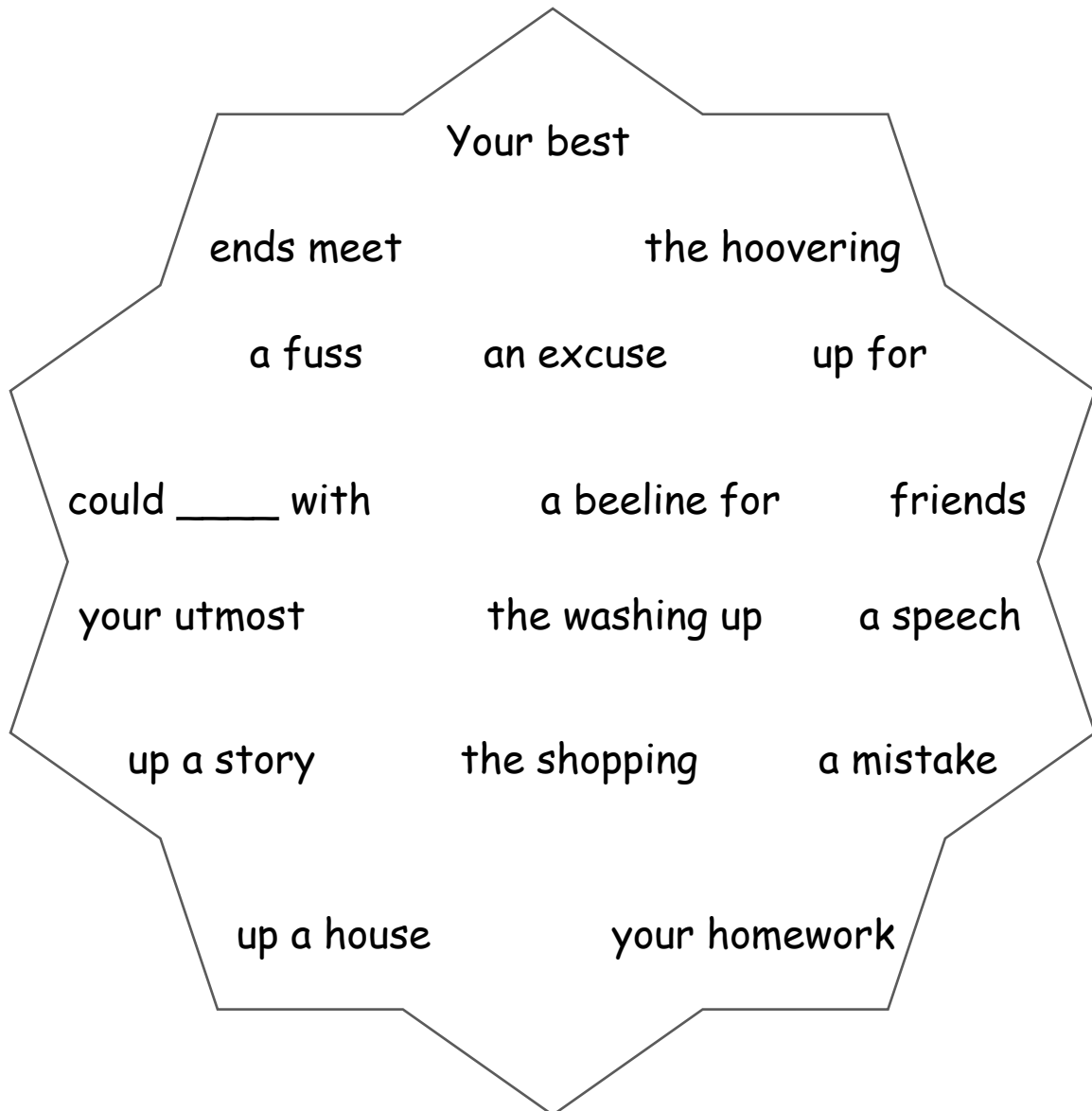
all means   the moment   and large

ACTIVITY SIX - Sentences: prepositions.

1. The gang robbed the bank *….. gunpoint*. The staff were petrified.

2. SON:- Dad, may I borrow your new Merc to take my girlfriend to the cinema? DAD: - *…… my dead body*! Ask your mum if you can borrow her Polo.

3. My grandfather is critically ill in hospital. He is *….. death's door*.

4. *…. and large* German teachers have an advanced level of English.

5. I agree she is pretty, but don't go *…. the top*. She' isn't gorgeous!

6. The parents discussed Christmas presents *….. of the earshot* of the children.

7. Everyone is shocked by the events in Paris. The terrorist attacks came *….. of the blue*.

8. *…..the whole* the weather has been good this week.

9. Zoe has David *….. her thumb*. He is a hen-pecked husband.

10. I have hidden the Christmas presents in the attic *….. of sight* of the kids.

11. I repeated the poem until I was able to tell it *…. heart*.

12. My brother went to Spain and I was *….. the weather*.

13. Those yellow flowers will be just coming into bloom *… dusk*.

14. We had twins. We are *…. cloud nine*!

15. There is a traffic jam because the traffic lights are *….. of order*.

16. She moved to London and he was *… the moon* because of the news.

17. My husband keeps the wine *….. lock and key*.

ACTIVITY SEVEN - The verbs "to make" and "to do".

To make	To do

Your best

ends meet   the hoovering

a fuss   an excuse   up for

could _____ with   a beeline for   friends

your utmost   the washing up   a speech

up a story   the shopping   a mistake

up a house   your homework

ACTIVITY EIGHT:

Story telling. To do/ to make

"She is a nurse, a midwife. She is the mother of two children. She is not rich. She puts aside £400 a month (= she saves). She can **make ends meet** (=how to survive connecting the 2 months)."
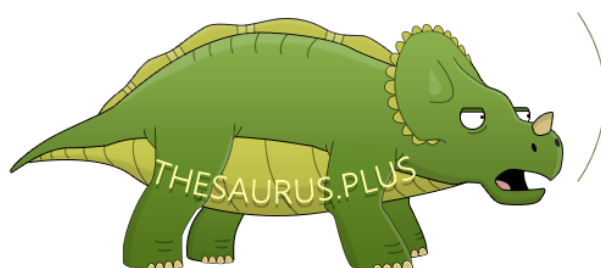
"Paul: I.Q = 180. He is an egg head, a boffin, a genius. He passed the exam with flying colours.
Alex: I.Q. = 80. He's a pea brain. He scraped through the exam. He **did his utmost** in the test. He **did his best** to pass the exam. It was a cold shave."

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synonyms for pea-brain:
fool, idiot, mug, silly, ass, dunce, imbecile, dullard,
                dolt, simpleton
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THESAURUS.PLUS

"Charlie was working a lot **to make ends meet**. He was always dog-tired. On Wednesday he fall fast asleep and he forgot his wife's birthday. The day after he bought his wife a diamond ring **to make amends for** forgetting her birthday".

"Samantha didn't study the Latin lesson and she didn't **do her homework**. The day after at school **she made up** a story."

"After work, I have **to do the shopping** and when I go home I have to cook and **do the washing up**."

ACTIVITY NINE:
Verb-noun collocations

To be...	... head over heels in love with her
To have...	...a flair for
To bear...	...the brunt of
To keep...	...at bay
To come...	...in handy ... to terms with
To get...	...cold feet
To take...	...advantage of
To go...	...bananas ...awol

Meanings and examples.

To have a flair for= to have a talent for doing something. "Ann has a flair for designing. I have a flair for fixing clocks".

To get cold feet = to experience anxiety before an event. "Leaving my country wasn't easy and I got cold feet about it in U.K."

To bear the brunt of= be the person to suffer the most. "Because I came home late, my sister bore the brunt of our mother's frustration about her job."

To come in handy= to be especially useful in a particular situation. "That flashlight comes in handy when I'm trying to find something in my car at night. "

To go bananas= to become irrational or crazy. This expression may allude to the similar go ape, in that apes and other primates are closely associated with eating bananas. [Slang; second half of 1900s]

To go awol =To take unauthorized time off from work, school, or other duties. "Let's go AWOL and catch a baseball game this afternoon." AWOL is an acronym for "absent without leave [permission]." The term originated with the military during World War I.

For more idioms, see:
https://idioms.thefreedictionary.com/

ACTIVITY TEN:

Animals and character. Which animal did you put in your drawing? What does it mean? Discuss. Here is a list of what we found out!

OWL —— wise, clever, prudent

SQUIRREL —— businessman, tactician, politician

FOX —— cunning, sly

MONKEY —— cheeky, stubborn, curious, capricious, naughty

SNAKE —— poisonous, dangerous, liar, false, slimy, hypocrite

WARM —— discrete, mysterious, disgusting, wriggly

SNAIL —— slow, sluggish, lazy

IENA —— selfish

FISH —— mute, stupid

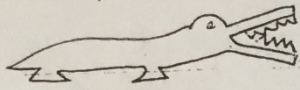EEL —— flexible

LION —— strong

DOLFIN —— happy, pure, divine

EAGLE —— sharp eyes

PEACOCK —— vain, proud

DONKEY —— pig-headed, stubborn

ACTIVITY ELEVEN
Assessment. Bet on your result!

The Tick Tock Croc ²⁰ !!

① Hurry up! Time is _____ out!

£5 ⓐ passing   ⓑ running   ⓒ dying   ⓓ oozing

② England has not won the World Cup
for _____ years.

ⓐ chicken's   ⓑ donkey's   ⓒ crow's   ⓓ rabbit's

③ It was lovely to see you again. We
£5 haven't seen eachother _____ ages.

ⓐ by   ⓑ since   ⓒ for   ⓓ after

④ Time _____ when you are having fun.

£4 ⓐ disappears   ⓑ lands   ⓒ takes off   ⓓ flies

⑤ Peter works on Sunday. Tuesday is his
£5 day _____

ⓐ free   ⓑ off   ⓒ gratis   ⓓ in bed

⑥ Charlie is doing a lot of _____ at work.
£8 He is saving up for his holidays

ⓐ extratime   ⓑ doubletime   ⓒ overtime   ⓓ stealing
you get payed doubletime

£✗ ⑦ Boys and Girls. Time is ____ ! Please put your pens down and close your exam book.

    ⓐ done   ⓑ up   ⓒ over   ⓓ finished.

£1 ⑧ David's classes are good fun. All the students have a ____ of a time.

    ⓐ dolphin   ⓑ shark   ⓒ whale   ⓓ octopus

£2 ⑨ Come on! Let's go! It is time ____ to school, otherwise we will be late.

    ⓐ to go   ⓑ we had gone   ⓒ go   ⓓ to went

£✗ ⑩ Hurry up! Brush your teeth and say your prayers. It is 10pm! It's high time ____ to bed.

    ⓐ to go   ⓑ you went   ⓒ go   ⓓ you were.

ACTIVITY TWELVE
Chilling out!

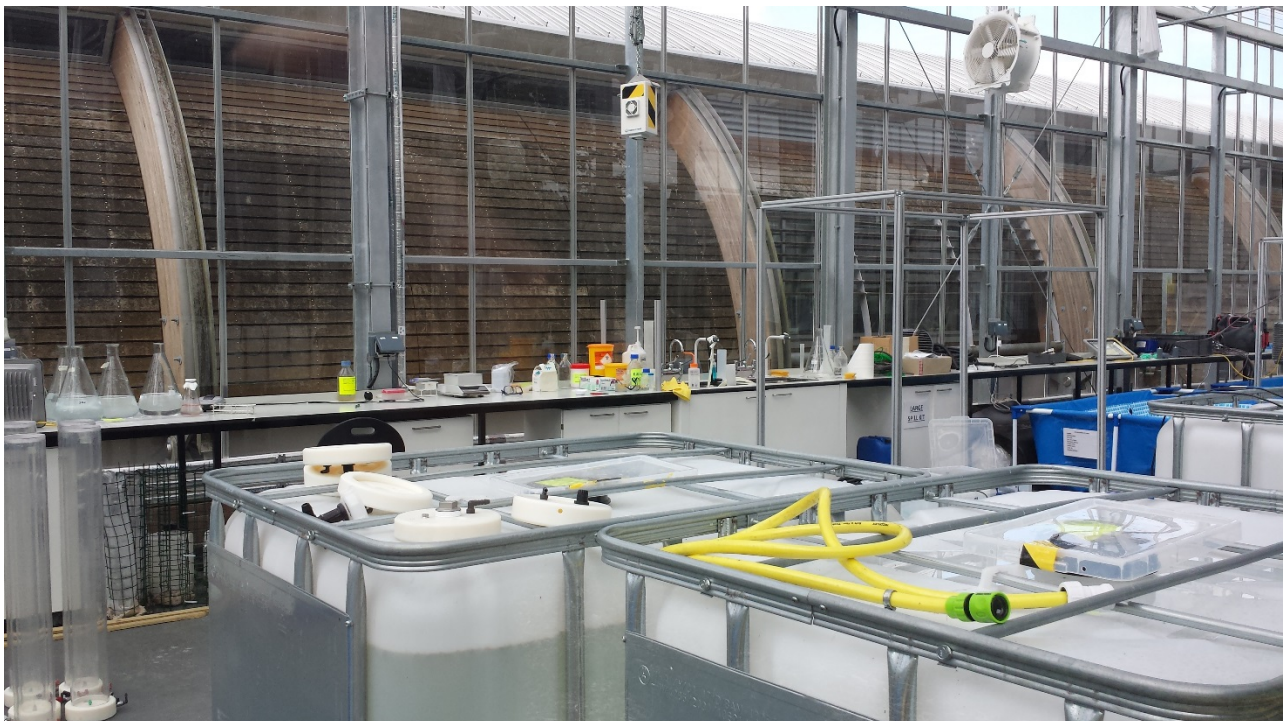*After classes in the evening. Our group at a pub on the river Cam for beer time!*

Punting on river Cam.

Visit to

King's College Chapel.

University labs at the Botanical Gardens

INTERNATIONAL STUDY PROGRAMMES.

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Web site: International-Study-Programmes.org.uk

SCHOOLS IN ENGLAND AND WALES

1.　TYPES OF SCHOOL (LEGAL STATUS)

1.1　**Maintained Schools:** they are schools which do not charge fees as they are funded by government. 92% of children attend maintained schools. There are several kinds of maintained schools:

　　1.1.1. **Community Schools:** they are maintained by local government (the Local Authority). The LA can be either a county (eg. Gloucestershire) or a town/city (eg. Bristol).

　　1.1.2. **Voluntary Schools:** they are usually faith schools which employ the staff and own the school buildings. All costs (except building costs) are funded by the LA.

　　1.1.3. **Foundation Schools:** these schools remain LA maintained schools, but the Governing Body employs the staff, conducts admissions and have ownership of the school's land and assets.

　　1.1.4. **City Technology Colleges:** they are schools in urban areas which specialise in Technology (including music). They are part-funded by industry.

　　1.1.5 **Academies:** these are directly funded by central government (the Department for Children, Schools and Families) and are independent of LA control. They may receive additional support from personal or corporate sponsors. Academies must meet National Curriculum requirements and are subject to inspection by OFSTED (the Office for Standards in Education). Most are secondary, but some cater for children from nursery age upwards. All have Specialist status and most have charitable status.

　　1.1.6 **Further Education of Sixth Form Colleges:** in some parts of England and Wales 14 – 19 Education is provided in Colleges which offer academic qualifications such as AS and A levels, as well as work-related qualifications such as BTECs, City and Guilds or Diploma qualifications.

1.2　**Independent Schools:** they are schools which charge fees for attendance. 6% of pupils attend one of the 2,500 non-maintained mainstream schools. There are particular types of independent schools:

　　1.2.1. **Preparatory Schools** (usually known as Prep Schools): they prepare children for entry at 11 (girls) and 13 (boys) to the Public Schools. Most Preparatory Schools have a Pre-preparatory department taking children aged 3-5.

　　1.2.2. **Public Schools:** they are secondary independent schools which, despite their name, include the most exclusive and expensive schools in the country (eg. Eton). Traditionally single sex, the majority of independent schools are now co-educational.

2.　SCHOOL ORGANISATION

2.1　The legal age for starting school is 5 but most children enter full-time education at the age of 4. The minimum leaving age is 16 but the great majority will remain in full-time education until 17 or 18.

2.2.　**Maintained Schools** are usually organised as:

2.2.1. **Primary Schools**	Age	5-11
or		
Infant Schools	Age	5-7
and		
Junior Schools	Age	7-11
2.2.2. **Secondary Schools**	Age	11-18
		or
	Age	11-16*

*Students must transfer to another school or college if they wish to continue in full-time education.

2.3　**Independent Schools** can be either primary or secondary or both (see above).

3. TYPES OF SCHOOL (PUPILS)

3.1 **Pupil Ability**
All Maintained Primary and most Maintained Secondary schools are **Comprehensives**-i.e. they admit children of all academic abilities. In some places (Gloucestershire, for example) there are also Grammar Schools, which admit only children of above average ability. Children are selected for Grammar School according to their achievement in special tests taken at the age of 10/11.

3.2 **Specialist Schools:** any maintained secondary school and any maintained or non-maintained special school in England can apply for specialist status in a range of 10 subject areas, or in an area of the SEN code of practice in the case of special schools. The schools receive extra money to allow them to offer a wide range of courses in their specialist subject. Some of these are also designated High Performing Specialist Schools (HPSS). 80% of state-funded secondary schools currently have specialist status, and eventually all will. Since 2007 a small number of Primary schools have also achieved specialist status.

Training Schools: these are centres for excellence in training and are expected to act as local and national advocates and advisors for education and training. They work alongside Local Authorities and Higher Education Institutions, providing training, conducting research and piloting initiatives in whole workforce reform.

3.3. **Special Educational Needs**
1% of pupils attend Special Schools, which provide for children whose severe learning, physical or emotional needs make it advisable for them to attend schools staffed by teachers who are trained to provide appropriate support. There are currently 1,400 Special Schools in the UK, some of which are independent, but the majority of which are LA funded.

Many children with Special Educational Needs are now being educated in mainstream schools where they receive extra support. In the most severe cases this extra help will be detailed in an individual Statement of Special Educational Needs, a legal document issued by LAs.

4. **CURRICULUM AND ASSESSMENT**
All pupils in Maintained Schools follow the National Curriculum (NC) between the ages of 5 and 16. The Primary Schools NC identifies the following skills, as **essentials for learning and life**: literacy, numeracy and ICT capability; learning and thinking skills, personal and emotional skills and social skills. These skills are to be developed across six **areas of learning**: understanding the arts; understanding English, communication and languages; historical, geographical and social understanding; mathematical understanding; understanding physical development, health and wellbeing; scientific and technological understanding. Religious education is also a statutory subject, though recommended programmes of study are non-statutory. Parents have the right to withdraw their pupils from all or part of RE lessons and may organize alternative programmes.

4.1 The NC is divided into Key Stages:

Key Stage 1	Age	5-7
Key Stage 2	Age	7-11
Key Stage 3	Age	11-14
Key Stage 4	Age	14-16

4.2 At the end of Key Stages 1, 2 and 3 the pupils are assessed by their teachers and by a variety of tests. The individual results of the assessment are reported to parents and each school's performance profile is published in DCSF school achievement and attainment tables (known as league tables).

4.3 At the end of Key Stage 4 in May/June, the pupils take a national examination, the General Certificate of Secondary Education (GCSE). Usually pupils will take 8-10 subjects corresponding to the NC subjects. Pupils will usually remain in school or college to follow academic or vocational courses until the age of 17 - 19.

4.4. Those students wishing to enter Higher Education (university or college) will usually study at Advanced Subsidiary (AS) level for one year and Advanced Level ('A' Level) for the second year of their course. They also follow courses in key skills (eg. computers). Results in the 'A' Level examinations will help to decide which university/college and which courses the student will attend. BTEC and other work-related qualifications may also provide entry into HND and Degree courses.

5 **INSPECTION**
Schools are inspected regularly by OFSTED which assesses schools' success in delivering the five Every Child Matters outcomes (enjoy and achieve, feel safe, have a healthy lifestyle, have skills to contribute to their future economic well-being, contribute to the school and wider community), as well as their management of pupils' behaviour and their spiritual, moral, social and cultural development. Schools' inspection reports are freely available on the Internet.

ENGLISH EDUCATION

Types of schools

The schools with legal status can be divided into two main types depending to the fees they charge for attendance:

a) Maintained Schools: maintained by the Local Authority (county, city);
b) Independent schools: they are non-maintained and charge fees to families.

See that Public Schools are not maintained by the Government, like in Italy. They are secondary independent schools, expensive, traditionally single-sex (eg. Eton).

Maintained and Independent Schools can be either primary or secondary and are usually organized as:

1. Primary Schools: for children age 5-11;
2. Infant Schools: age 5-7;
3. Junior Schools: 7-11;
4. Secondary Schools: 11-18 or 11-16.

Which school for which children?

It depends to pupil ability.

- Comprehensive Schools: All Maintained Primary and most of Maintained Secondary schools admit children of all academic abilities.
- Grammar Schools: admit children of above average ability according to special test at the age of 11.
- Specialist Schools or HPSS (High Performing Specialist Schools): they are secondary school and some Primary schools that offer a wide range of courses in their specialist subjects.
- Training Schools: they are centres of excellence in training, conducting research and piloting initiatives.
- Special Schools: they provide special support to children with special educational needs.

School organization

School starts legally at the age of 5 and the minimum leaving age is 16. Most of the children start at 4 and remain in full-time education until 17-18.

Curriculum

There is a National Curriculum, divided into 4 Key Stages:

1. Key Stage 1: age 5-7
2. Key Stage 2: age 7-11
3. Key Stage 3: age 11-14
4. Key Stage 4: age 14-16

Primary schools: the essential skills for learning and life are:
- Literacy
- Numeracy
- ICT capability
- Learning and thinking skills
- Personal and emotional skills
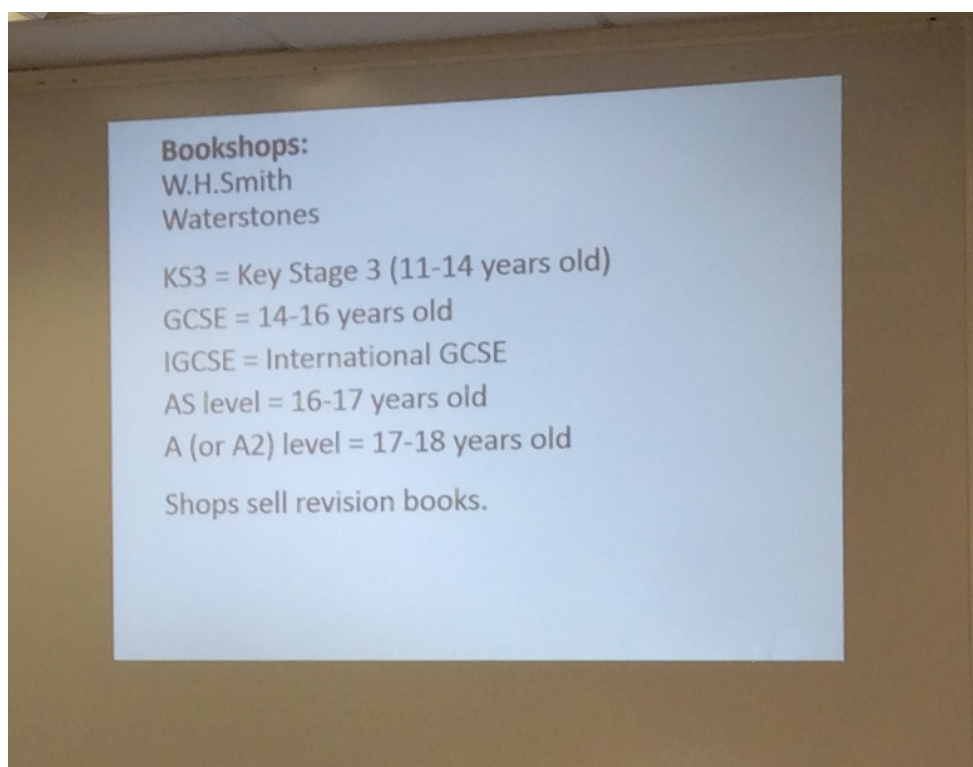- Social skills

Assessment

At the end of each stage pupils are assessed by their teachers and by other tests. Individual results are reported to parents. School's performance is published in league tables.

At the end of stage 4 pupils at the age of 16 take a national examination known as General Certificate of Secondary Education (GCSE).

Who wants to enter Higher education will study at Advanced Subsidiary level and Advanced level. The results in the A level examinations will help to decide for the future university or college courses.

Inspections

Schools are regularly inspected and assessed regarding children outcomes like behaviour, healthy lifestyle, safety, enjoyment, achievement, skills to contribute to the society.


Bookshops:
W.H.Smith
Waterstones

KS3 = Key Stage 3 (11-14 years old)
GCSE = 14-16 years old
IGCSE = International GCSE
AS level = 16-17 years old
A (or A2) level = 17-18 years old

Shops sell revision books.

WORKSHOP ON CLIL METHODOLOGY
Mr. Graham Workman

INTRODUCTION

What does it really mean CLIL: content and language integrated learning?
Our tutor and teacher in Cambridge was Graham Workman. He made things easy and clear, using fun and clever activities. We learned and produced a lot with him, he was inspiring and motivating, warm and talented. His teaching helped me to clarify most of the doubts I had about language and methodology. He gave us lots of materials and web links.
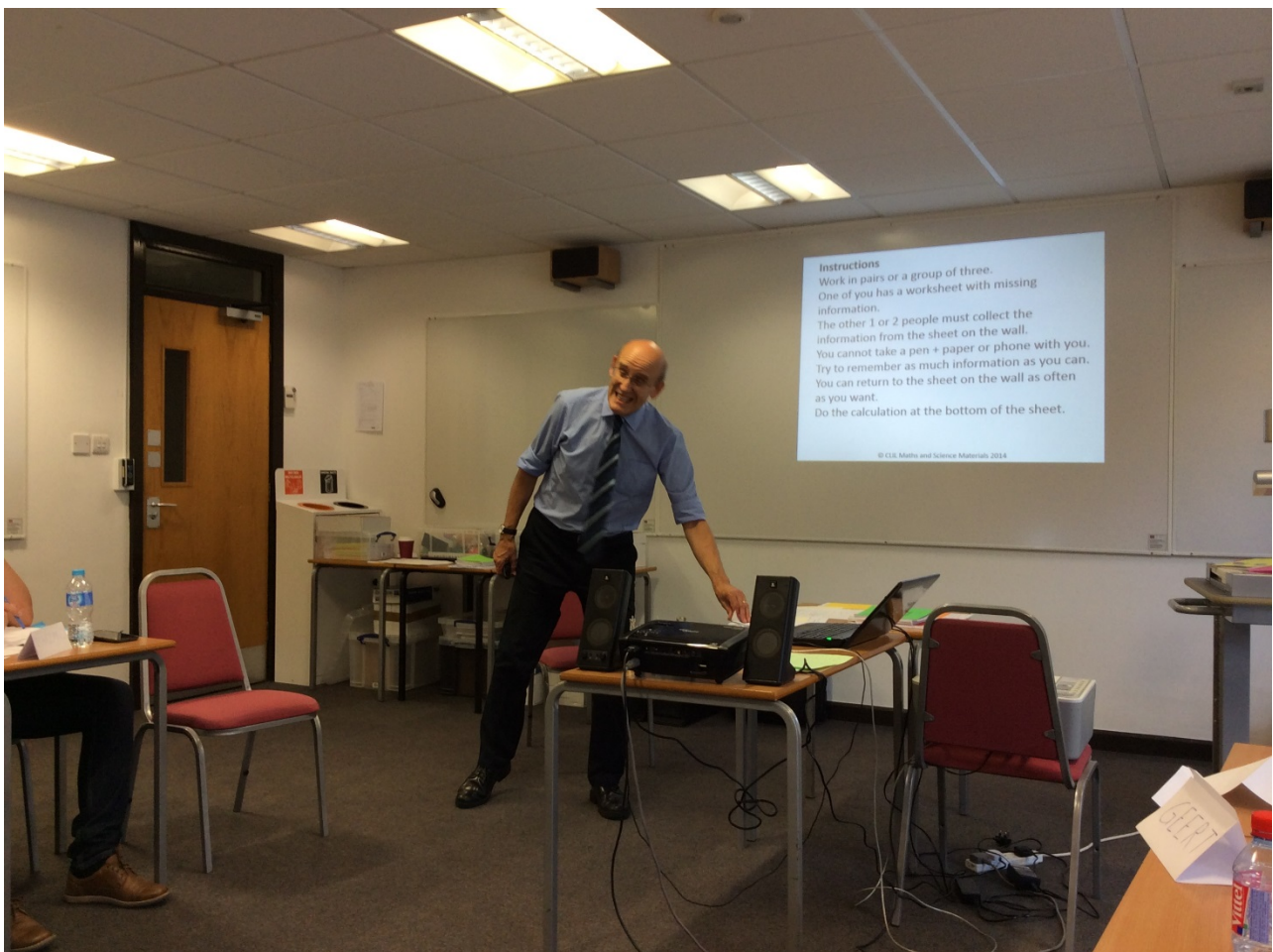
## WARM UP ACTIVITIES!
Number warmers
These simple games have the aim to warm the group up.
- Count 1,2 3,4,5 and your partner continues from the second... 2,3.4,5,6, then it's your turn again, and so on, till 50.
- Which Month is square of September? It's March!

"Easy peasy, lemon squeezey!"

- Mental arithmetic: try to do this...to do a sum/sums

- To do a sum in your head

- Speaking practice

- 4 + ...= 10

- 6......7=13

- 24.....6=4

- ....x 7=56
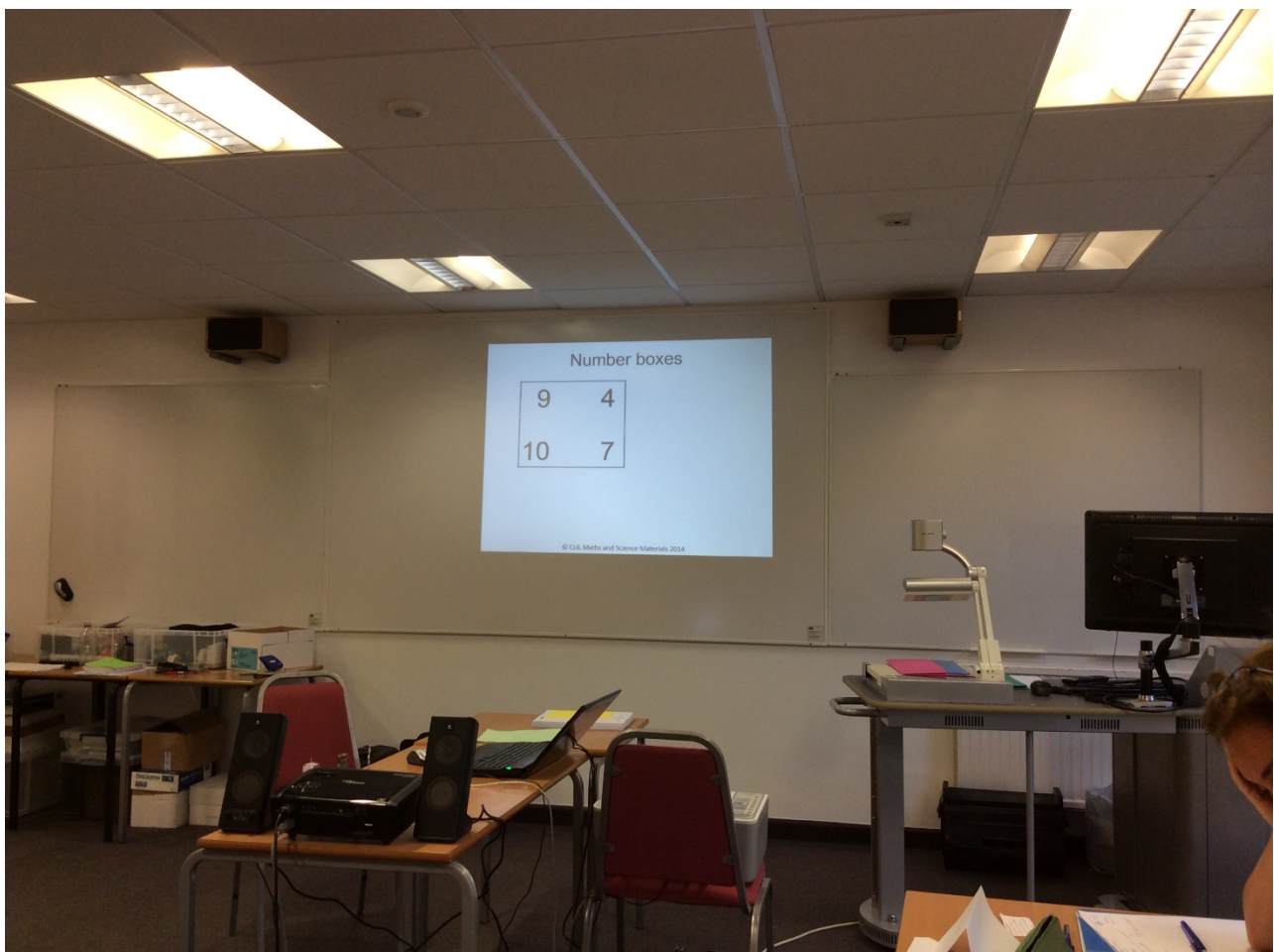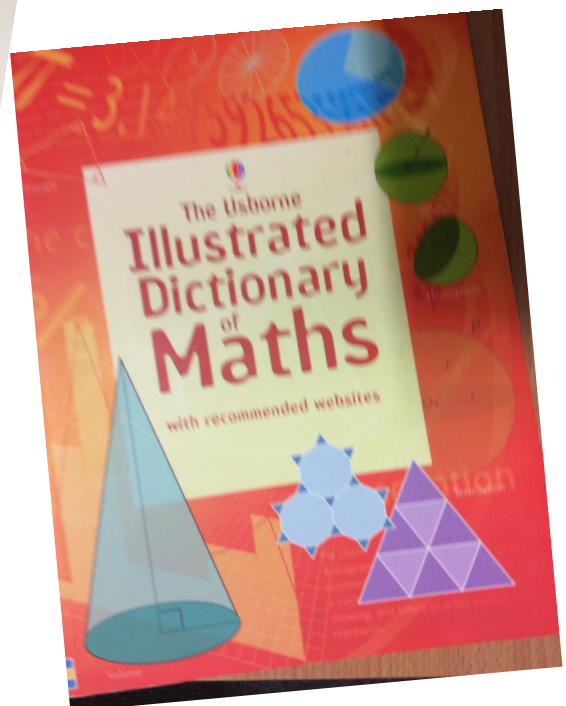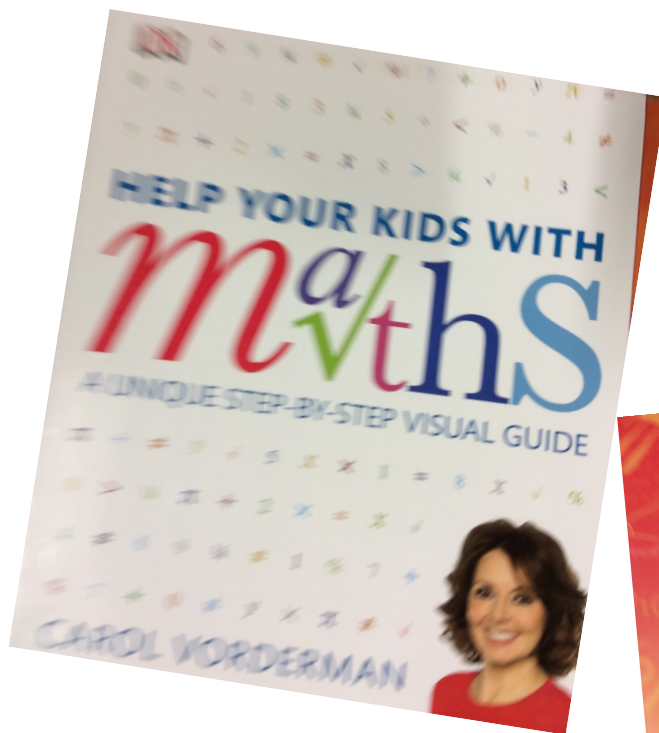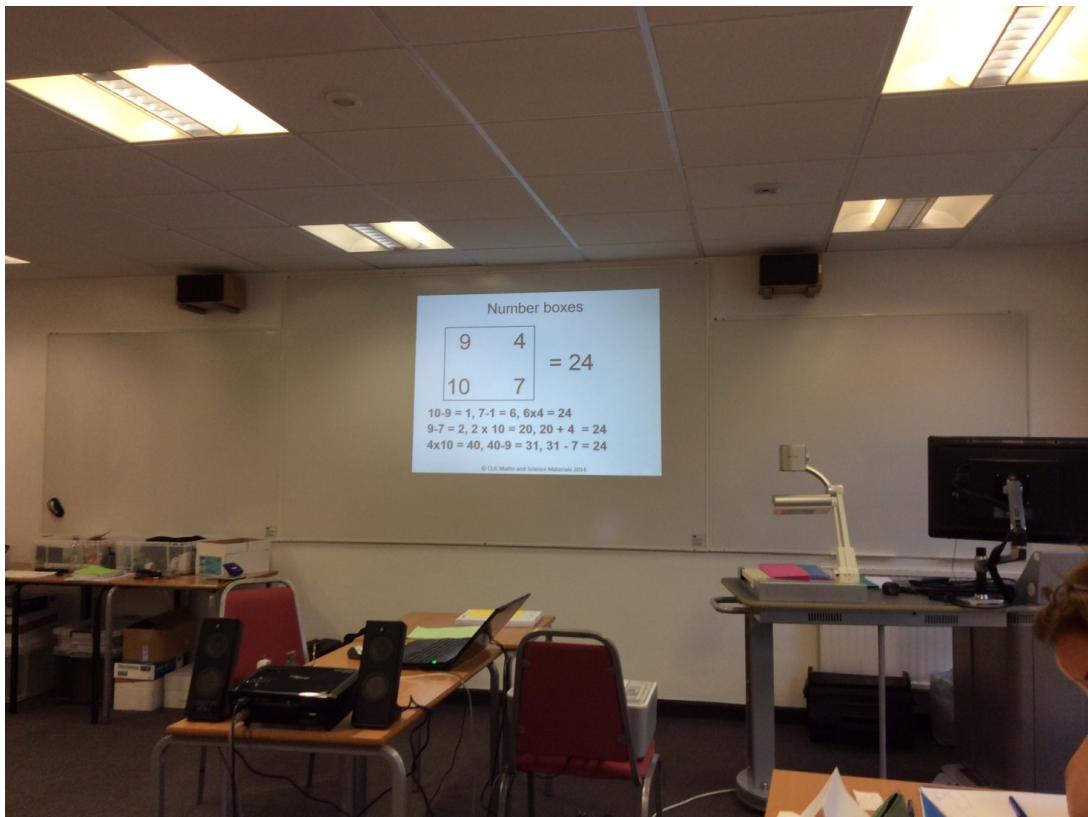
Methodology

CLIL LESSON STRUCTURE: 4 STAGES

1. START FROM THE STUDENT: L1-L2 combination (Creative, Cognitive, Contribution): the task comes from the student. Discussing, negotiating, creating arguments, learning from each other, cognitive exercise. Teacher's job: NOTHING!
2. ADD OTHER INFORMATION TO THE FRAMEWORK: Finding out "meat": teachers here put their resources in L1/L2. Reading activities.
3. SORTING OUT: Digest: students need time to digest the stuff. Balance L2/L1: Speaking activities.
4. REFLECTION: at the end: which activity helps understand best?

TEACHING SCIENCE THROUGH ENGLISH

1. Boundaries of the task
2. Intention of the task: it must be clear to students:
   - *Why am I doing this?*
   - *How can I do it?*
   - *What is the surrender value?*
   - *What can I improve?*
3. Four skills must be integrated
4. Beginning of content knowledge target should be clear
5. Prior awareness of grammar needs: look at the information and at the grammar involved
6. Anything visual: most powerful pedagogical tool

ATTENTION TO LEARNER STYLES

Different kids, different ways of learning.
1. Linguistic-verbal
2. Logical mathematical
3. Manipulative
4. Visual
5. Musical
6. Kinesthetic
7. Experimental
8. Intra-personal (like to work alone, autistic)
9. Inter-personal
10. Auditory

Attention: 1 and 2 are only the 10% of the student population!
Prior awareness of lexical needs for the unit.

HOW IS CLIL LESSON DIFFERENT FROM A NORMAL LESSON?

1. Legitimate and deliberate use of 2 or more languages
2. Focus on cognition, collaboration and creativity
3. More micro-stages to encourage scaffolding
4. Bottom up lesson structure
5. Focus on evidence of learning
6. Work in class done by students, not teacher
7. Use of action research* by teacher and collegial team to monitor practice and create change

*Research Action= ricerca-azione.

 Eg 1. Question: Are my students better in June than in September? You research on your actions.

Eg 2: What kind of thinking do my students do in class?

Eg. 3 : Where does the time go in class?

Record:

Time	Teacher	Students	Task	Outcome
10.00	speaking	listening	-	-
10.05	…	..		
10.10	…	…		

What and how? 1 class – 1 question – 1 month.

Teacher: Teaching – training – practicing- collegiality (sharing the results of research).

CLIL PROVIDES

- International language of science
- Live study and work abroad
- Useful certification
- Read, learn and be interactive

AIMS

Clear aims, communicable to learners.

MIXED ABILITIES AND DIFFERENTIATION

- Most schools put children in groups of similar ability

- Pros and cons to this approach

DIFFERENTIATE THE LESSON OBJECTIVES

Communicate to students your aim for the task and the goals you expect:

By the end of the lesson….

- …all of you – basic stuff that everyone should get

- …most of you – the learning you expect of all but the weakest students

- …some of you – extension ideas for the brightest students

ACTIVITIES

1. Activities involving content, subject, vocabulary, interaction
2. Vocabulary revision activities
3. Task-based learning
4. Scaffolding language
5. Design the CLIL materials
6. Websites, wikis, podcast
7. Classroom work

CLASSROOM LANGUAGE

1. TEACHER INSTRUCTIONS

2. DESCRIBING OBJECTS

3. DESCRIBING HOW THINGS WORK

4. LABORATORY EQUIPMENT

5. DISCUSSING WITH THE PARTNER

6. GIVING FEEDBACK

7. SUBJECT LANGUAGE: MATHS

8. SUBJECT LANGUAGE: SCIENCE

9. ACTION TIME

10. BODY MOVEMENTS

11. WARMING UP ACTIVITIES

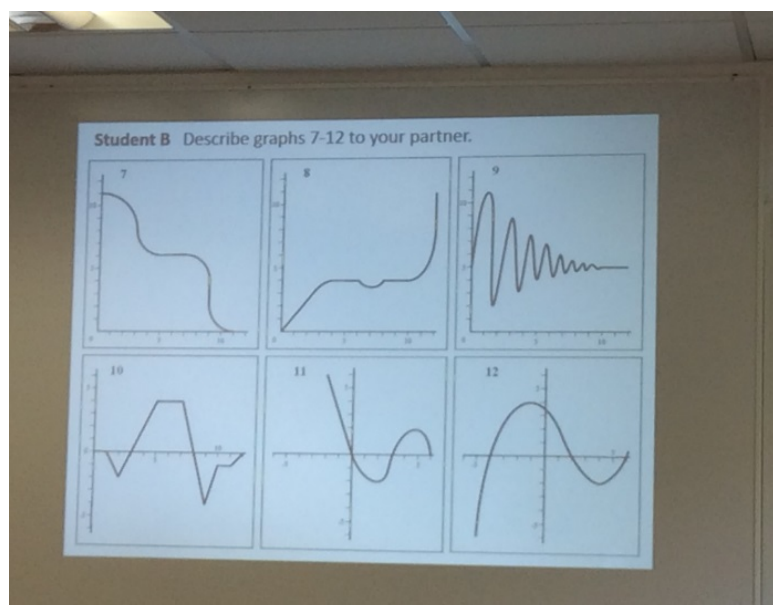## INFOGRAPHICS

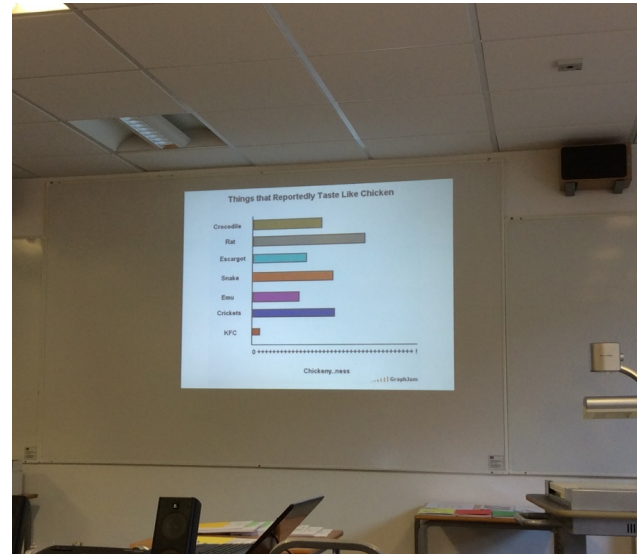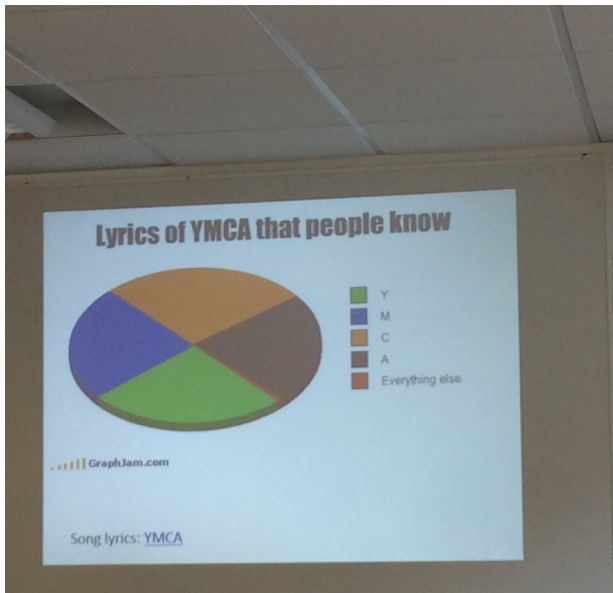Design pictures + Text IN YOUR COURSE BOOK.
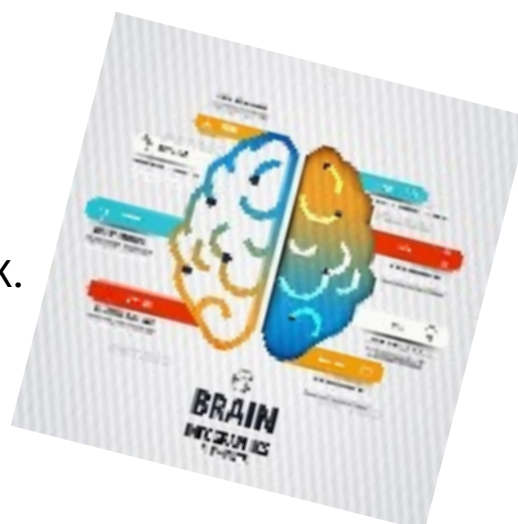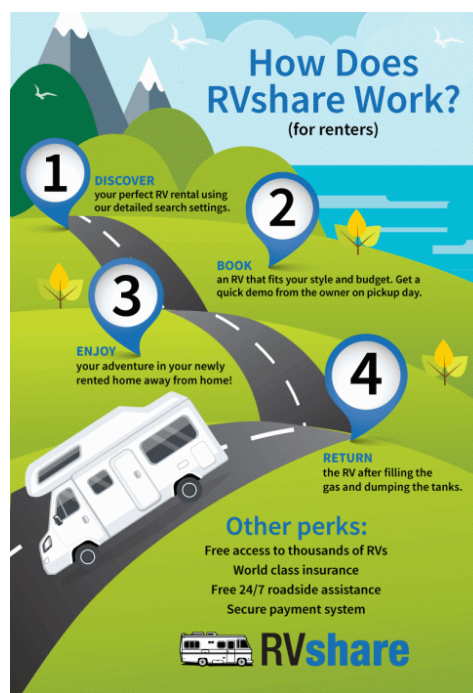
VISUALS

Describe visuals: name, adverbs

The Draw a graph you teach

See interesting graphs

Use prepositions

EXPERIMENTS

What makes an experiment a good experiment?

- To know how to do it

- Safe experiment

- Children learn better from the experiment

- Teacher demonstration

- Videos of exp.: they work every time, freeze frame, rerun, no technician, etc.

What can cause practical work to go wrong?

- No appropriate space

- Children don't follow instructions

- Distractions

- Safety

- No chance to discuss what you see

- Mixed abilities

TAKE PAUSES FROM EXPERIMENTS ;-)

WORKMAN SPECIAL SUGGESTION: Make changes to the routines and try different points of view.

Cats when see mice on the skateboard:

Look mice on wheels!

Yummy, I like fast food!

REVISION ACTIVITIES

Some activities are useful to revise the topic:

- The travel game

- Left – right

- A map

- Definition bingo

- ABC DICTATION

- USE MATERIALS, COMPUTERS

FEAR OF SILENCE?
We need more learner-learner interaction during lessons.
Waiting time is important. Teachers often wait only 1-2 seconds and then they answer their own questions!
Is it "fear of silence"?
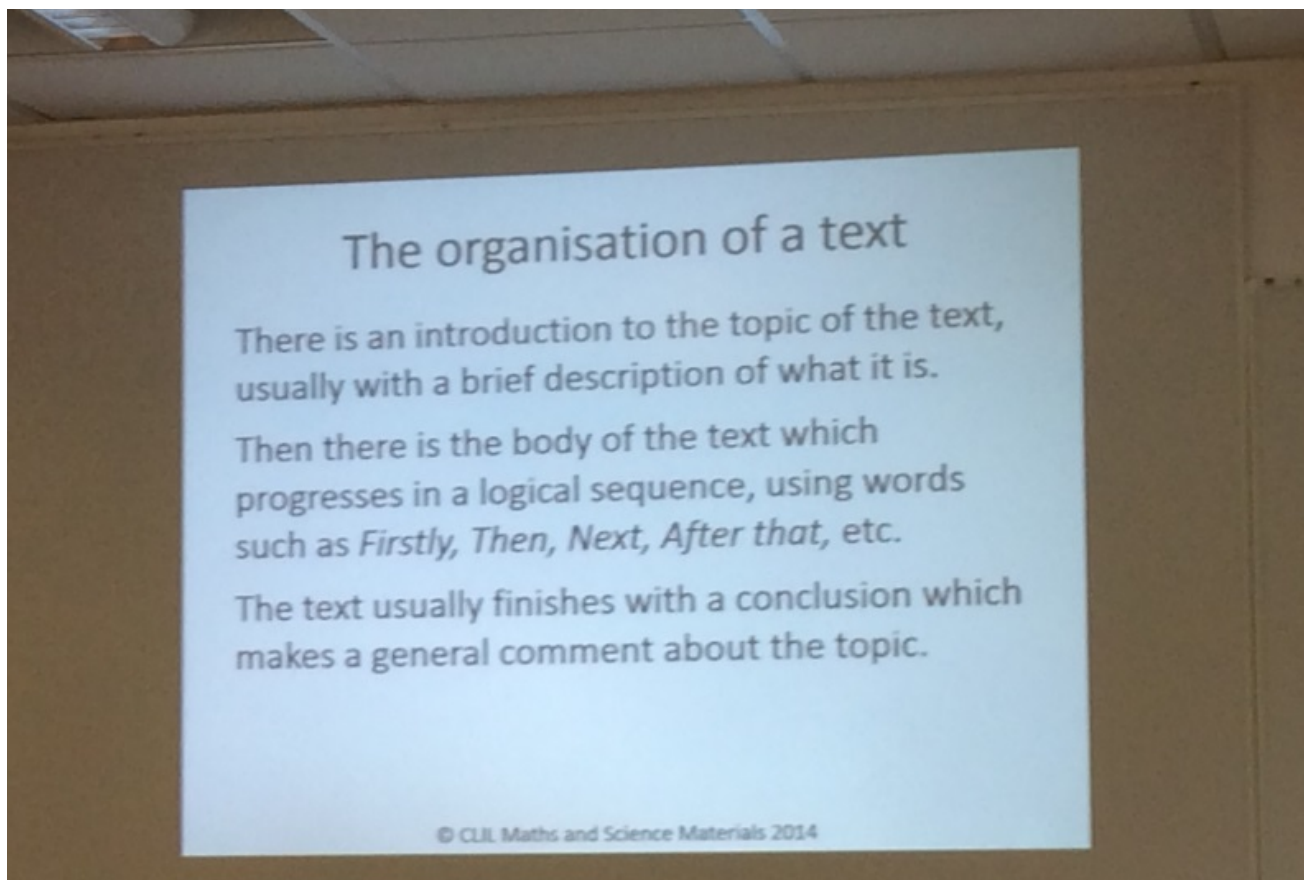Wait several more seconds and you get 3 things:
1. More learner responses
2. More interaction
3. More language
Give them the time they need to express, to reformulate.
You can invite the learners to help each other to express ideas.
You can help them:
- by reformulating
- by providing the language by giving them scaffolding language

The organisation of a text

There is an introduction to the topic of the text, usually with a brief description of what it is.

Then there is the body of the text which progresses in a logical sequence, using words such as *Firstly, Then, Next, After that*, etc.

The text usually finishes with a conclusion which makes a general comment about the topic.

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TASK AND TASK BASED TEACHING

The steps are:

- Pretask
- Task
- Feedback

How it works?

- No grammar syllabus
- Only tasks to solve
- Real life tasks
- The rules of stress, intonation, grammar are picked up unconsciously

Eg1: Solving the equation:

$3(4x+6) = -9 - (9x-6)$

Eg 2 Solving the problem: How old is Jack, if now Jack's father is 3 x Jack, and 8 years ago JF was 11 x J?

Put: Jack=x

Put: FJ=3x

Solve the equation:

$3x-8=11(x-8)$

$3x-8=11x-88$

$3x-11x=8-88$

$8x=80$

$X=80/8=10$

$J=x=10$

$JF=3x=30$

Create a table

Scaffolding language:

- So, how can we do with this…?
- So we can do…
- We can replace it with…
- Now we can expand the brackets…

AT THE END OF THE ACTIVITY

Outcome/product is important: the more public, the more effort students make.