

Italy

Continent: EUROPE

Area: 301,330 km²

Coastline: 7,277 km

Climate: MEDITERRANEAN

Terrain: MOUNTAINS AND HILLS

Highest point: MONTE BLANCO

Longest river: PO

Capital: ROME

Population: 60,398,963

Language: ITALIAN

Government: REPUBLIC

Current Leaders: GIORGIA MELONI

Currency: EURO

Important products: WINE, OLIVES, CHEESE

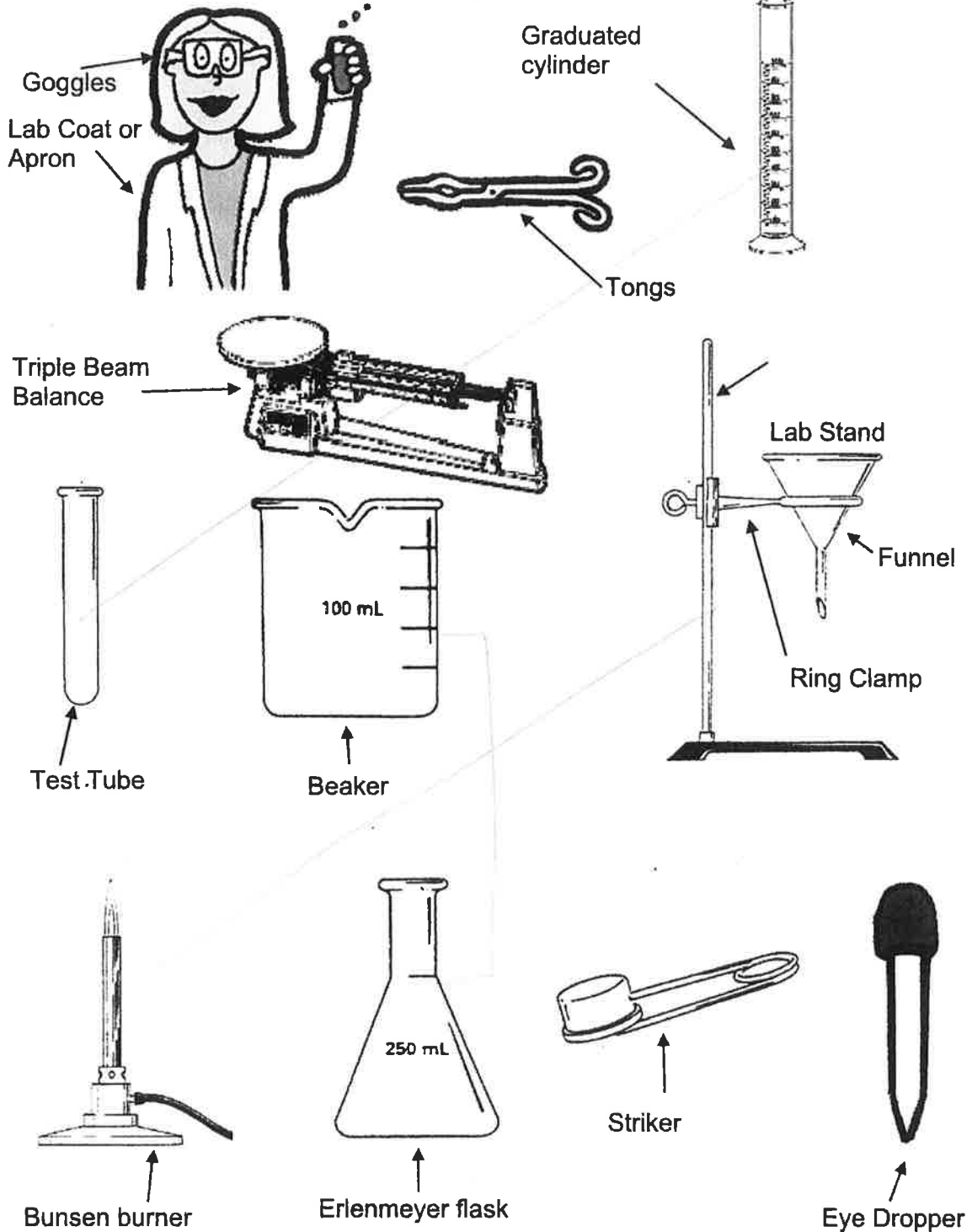
Find Italy and colour it in.
Mark the location of its capital city.



Object Name	Used For
Hot pads	Used to pick up or hold hot objects
Goggles	Protects the eyes from flying objects or chemical splashes
Test Tube	A wide-mouthed container used to transport, heat or store substances
Spot Plate	A small glass container used to view chemical reactions or to heat small amounts of a substance
Triple Beam Balance	A device to measure the mass or "mass out" and object or substance.
Lab Coat	Protects the scientist and the scientist's clothes from hazardous or hot chemicals
Eye Dropper	Used to dispense a very small amount of a liquid
Match	Used to light a Bunsen burner
Ring Clamp	Attaches to a lab stand and used to hold a variety of lab equipment
Pipette	Used to measure volume very precisely
Clamp	Used to hold a variety of lab equipment
Funnel	Used to pour liquids into containers with small openings or to hold filter paper
Hot Plate	Used to heat objects
Stopper	A narrow-mouthed container used to transport, heat or store substances, often used when a stopper is required

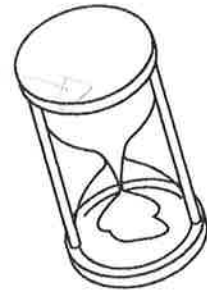
WORKSHEET – Lab Equipment

A number of items you will be using in the laboratory are shown below. Study this page and decide what the items may be used for, then, match the correct equipment pictured on this page to the tasks asked for on the other side of this paper.

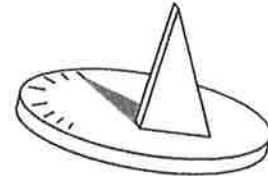


MATHS
Time.

1 Match.



- 60 seconds
 - 60 minutes
 - 24 hours
 - 7 days
 - 365 days
 - 52 weeks
 - 12 months
 - 10 years
 - 100 years
 - 1,000 years
- 1 year
 - 1 day
 - 1 millennium
 - 1 year
 - 1 minute
 - 1 week
 - 1 hour
 - 1 century
 - 1 decade
 - 1 year



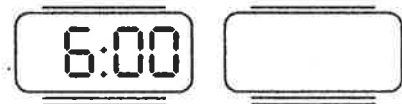
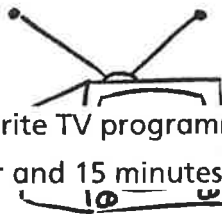
2 Write.



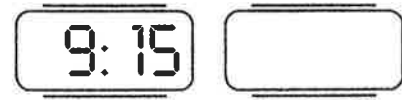
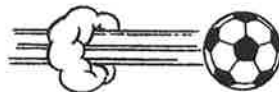
- a How many hours are there in 9 days? 216 hours
- b How many seconds are there in 10 minutes? 600 seconds
- c How many days are there in 11 weeks and 3 days? 80 days
- d How many months are there in 15 years and 6 months? 186 months
- e How many decades are there in a century? 10 decades

3 Write.

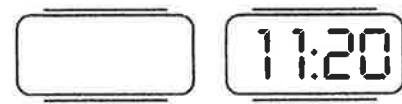
a Your favourite TV programme starts at 6 o'clock and lasts 1 hour and 15 minutes. What time does it finish?



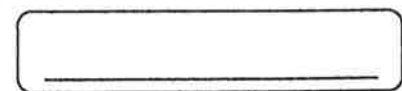
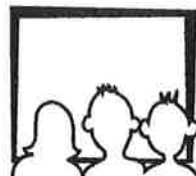
b A football match starts at 9.15 and lasts 90 minutes. What time does it finish?



c Your English lesson lasts 50 minutes. It finishes at 11.20. What time does it start?



d A film starts at 7:50 and finishes at 10:05. How long does the film last?



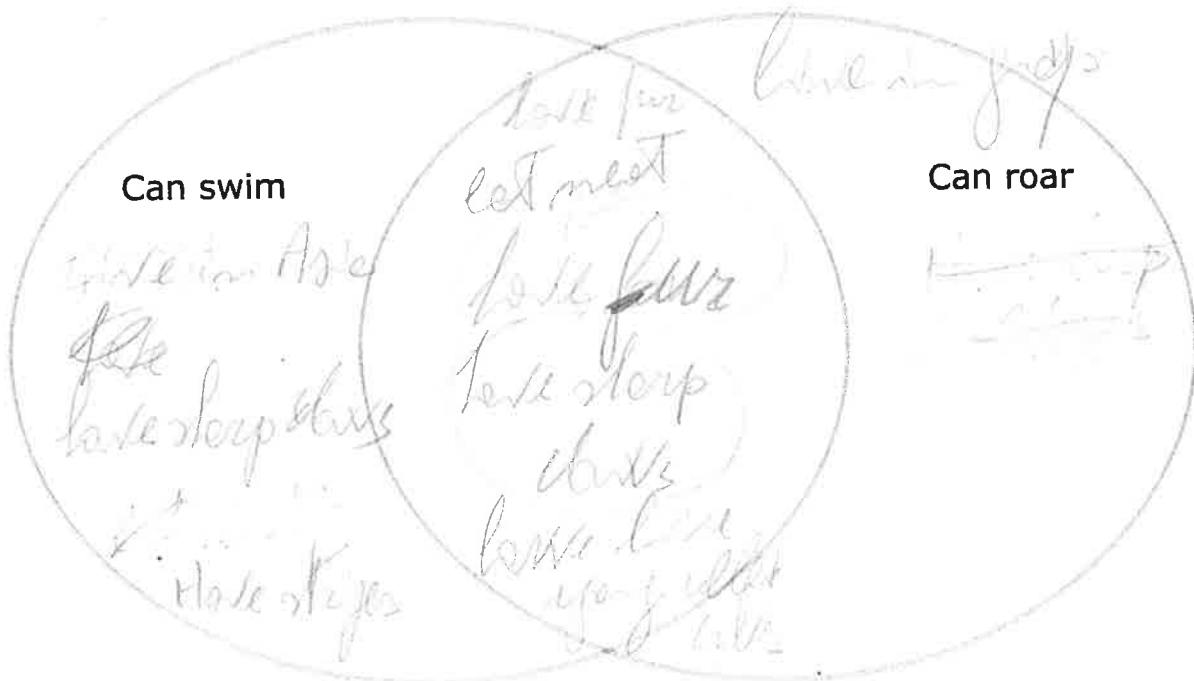
BIG CAT FACTS

can swim, can roar,
live in Africa, live in groups,
have fur, have sharp teeth,
eat meat, live in Asia,
have live young, have stripes

TIGERS

BOTH

LIONS



c) Now see if you can test your partner with sentences like this. Your partner must try to give you the right answer.

A: Both tigers and lions have live young. Is this true?

B: Yes it is.

A: Lions live alone. Is this true?

B: No it isn't.

Check your answers together.

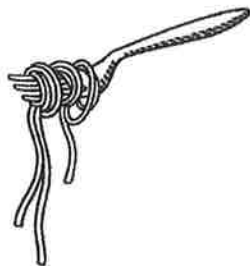
Homework: see if you can write some sentences like this to give to your partner. Check the answers.

Activity 3 Grids or matrices

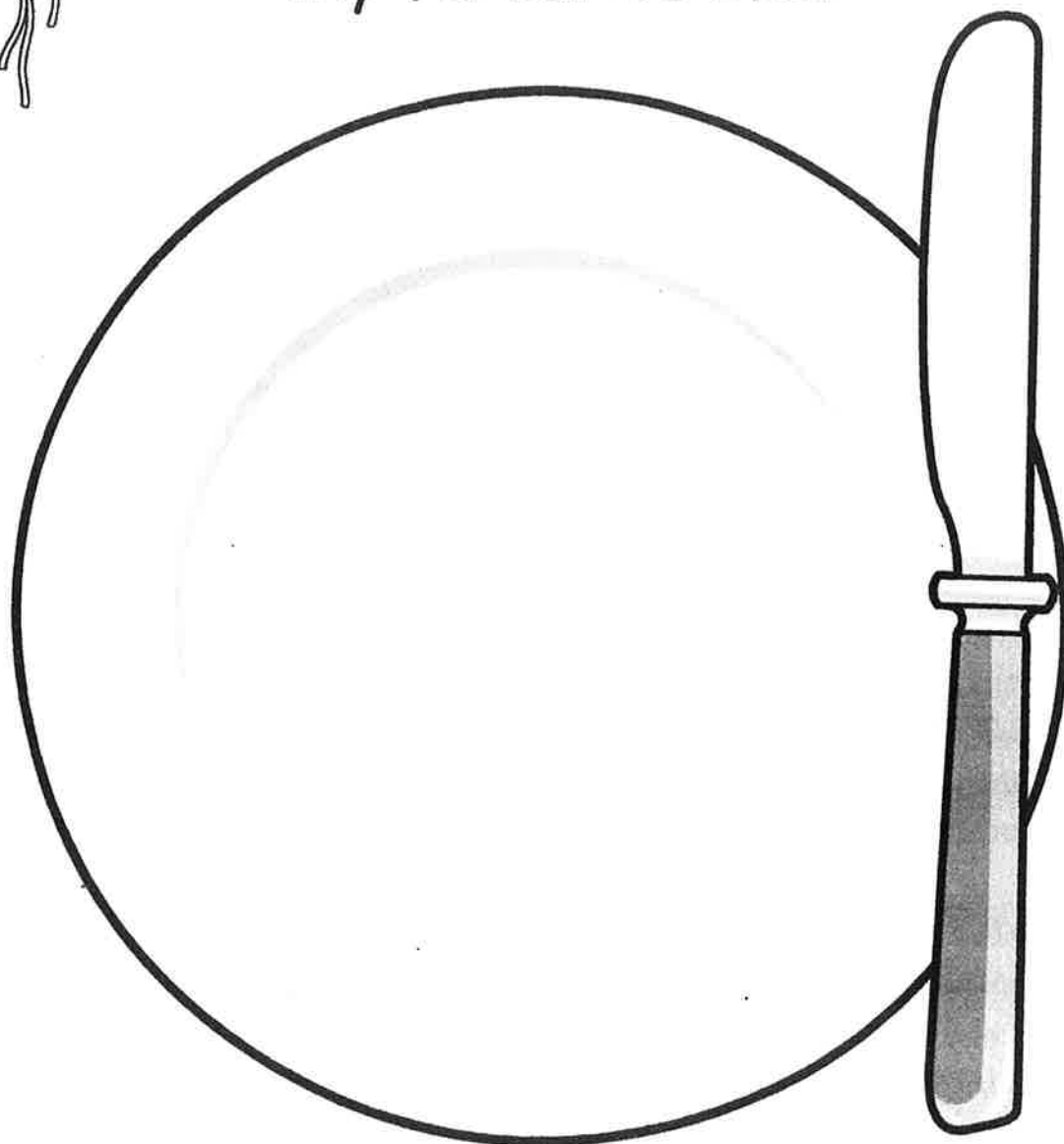
Here is another way of recording information, this time on a grid, or matrix. Each square in the grid is called a cell. Choose another big cat, such as a jaguar, leopard or cheetah. Use the Internet or a reference book and see if you can find information about your big cat. See if you can write in the answers in the correct cell.

	body covering	camouflage	food	water	habitat	sounds made
Lions	yellowish/ brown fur	plain colour	meat	like water	Africa	roar loudly
Tigers	brown and black fur	stripes	meat	do not like water	Asia	low noises, do not roar
SAGUARS	yellowish brown fur	rosettes	meat	like water	Central South America	has the best roar
Leopard						do not roar

1
What do you have for dinner?



My favourite meal



I like _____



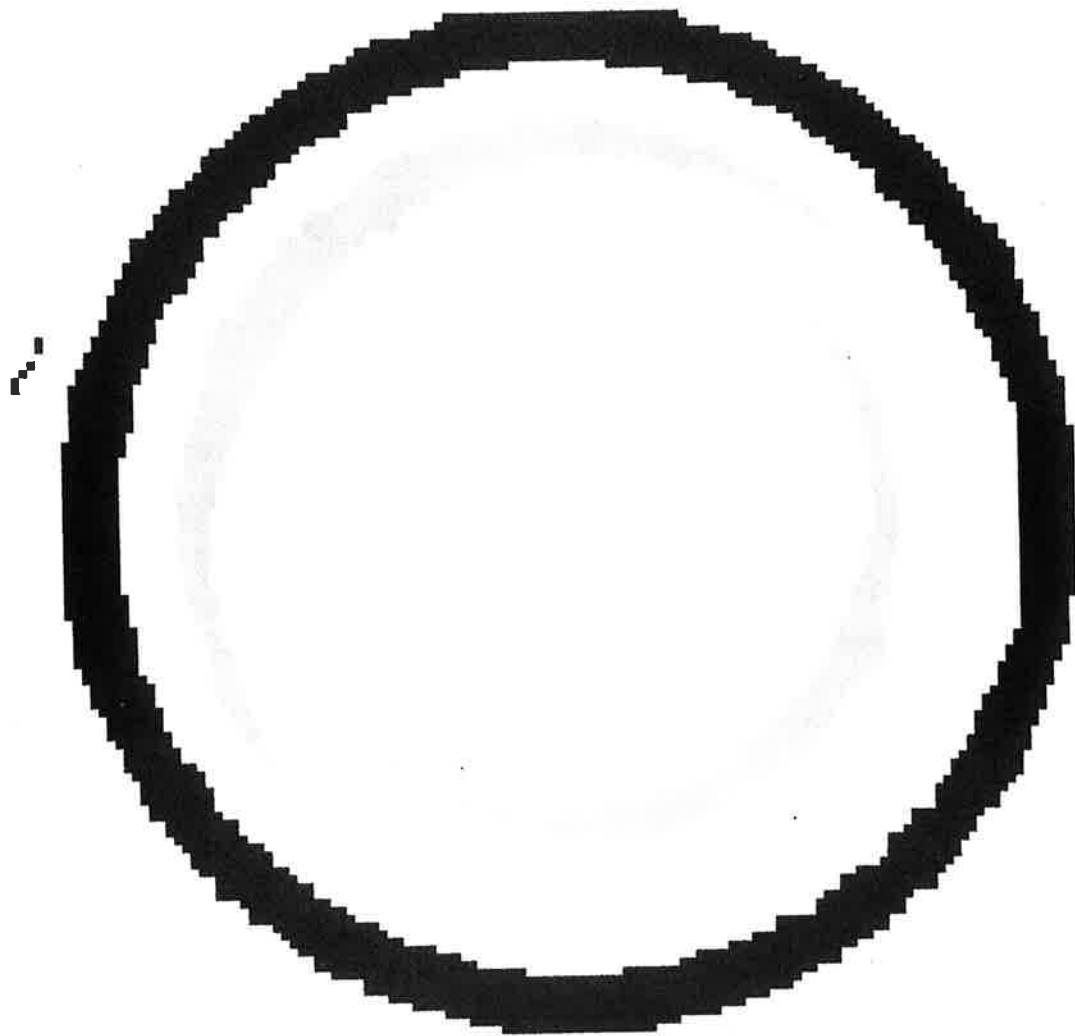
Roman Dinner time

When the Romans grew richer they started to eat all sorts of food that we would find very strange today. The rich Romans held huge dinner banquets where they drink lots of wine and eat lots of different courses, a banquet would last for hours.

The food that rich Romans ate were things like: stuffed dormice, peacocks, peacocks tongues, little mice, ostriches, snails, bread and olives. They would eat and eat for hours and hours and often they would go to a room called the vomitorium, make themselves sick so they could eat more.

Poor Romans eat vegetable porridge, fish, bread, olives, wine and sometimes some meat.

2. Draw a plate of food eaten by poor Romans.



1. Cross off the food that was eaten by rich Romans.

Chips



Peacock



Dormice



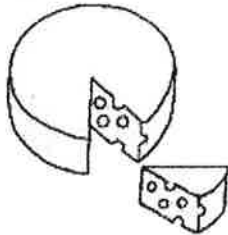
Jam



Mice



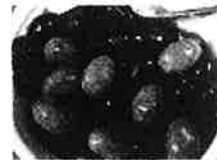
Cheese



Bread



Olives



Steak



Snails



Ostrich



Similarities?

Differences?

YOUR MENU

Chops, Tomatoes
Bread, Cheese
Pork, French

A ROMAN MENU

Pork, Wine
Dormice, Bread
Other meats,
Wine.

This is an example of a Roman recipe:

**Baked dormice: "Stuff the dormice with meat of other dormice
chopped up with herbs, pepper and pine nuts cook it in a small oven."**

Make your own recipe

9

Have a great time! /eɪ/, /aɪ/ and /ɔɪ/

A

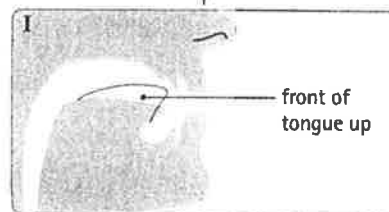
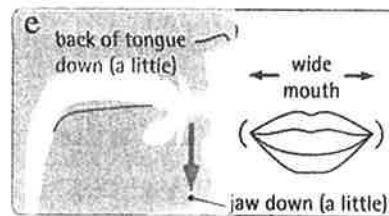
How to make the sound /eɪ/

A55a

• /eɪ/ is a long sound. It moves from /ɛ/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /eɪ/



Note: When you say the sound /eɪ/ by itself, you say the letter A.



B

Sound and spelling

A55b

• /eɪ/ is spelled in different ways. Listen and repeat.

a	age	came	plane	table
ai	rain	wait		
ay	day	play	say	
ey	grey			
ea	break	great		
eigh	eight	weight		

A55c

• Listen and say these sentences.

- 1 They came a day later.
- 2 It was a grey day in May.

3 Is this the way to the station?

4 Wait at the gate – I'll be there at eight.

C

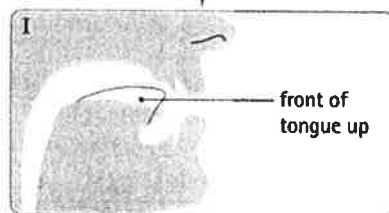
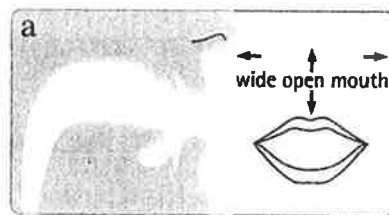
How to make the sound /aɪ/

A56a

• /aɪ/ is a long sound. It moves from /a/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /aɪ/



Note: When you say the sound /aɪ/ by itself, you say the word / or eye, or the letter I.



D

Sound and spelling

A56b

• /aɪ/ is spelled in different ways. Listen and repeat.

i	like	time	white
ie	die		
y	dry	July	why
igh	high	night	right
uy	buy		

A56c

• Listen and say these sentences.

- 1 Do you like dry wine?
- 2 Why don't you try?

3 July will be fine.

4 Drive on the right.

E

How to make the sound /ɔɪ/

A57a

• /ɔɪ/ is a long sound. It moves from /ɔ/ to /ɪ/. Look at the diagram. Listen and say the sound. Target sound: /ɔɪ/

F

Sound and spelling

A57b

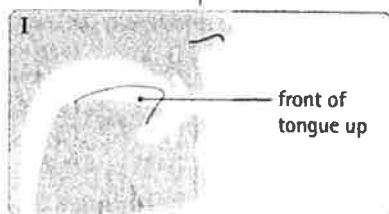
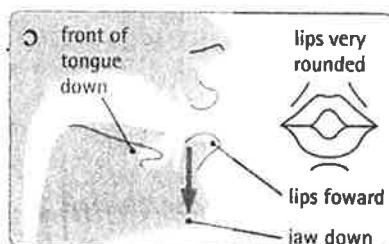
• /ɔɪ/ is usually spelled oi or oy. Listen and repeat.

oi	coin	point	oi
oy	boy	enjoy	toy

A57c

• Listen and say these sentences.

- 1 I can hear a boy say 'oi'.
- 2 These are coins, not toys!

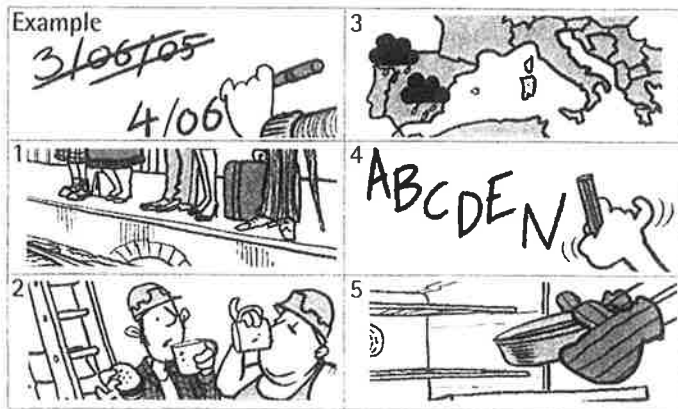


Exercises

9.1 Complete the titles of these pictures. All the missing words have /eɪ/.

EXAMPLE Changing the date

- 1 W.....ing for the tr.....
- 2 T.....ing a br.....
- 3 R.....ing in Sp.....
- 4 M.....ing a m.....
- 5 B.....ing a c.....



(A58) Listen to check your answers. Check with the Key. Then listen and repeat.

9.2 These verbs are in the past tense. Write the infinitive. They all have /aɪ/.

EXAMPLE drove drive

- | | | |
|---------------|----------------|--------------|
| 1 wrote | 3 found | 5 flew |
| 2 tried | 4 bought | |

(A59) Listen to check your answers. Check with the Key. Then listen and repeat.

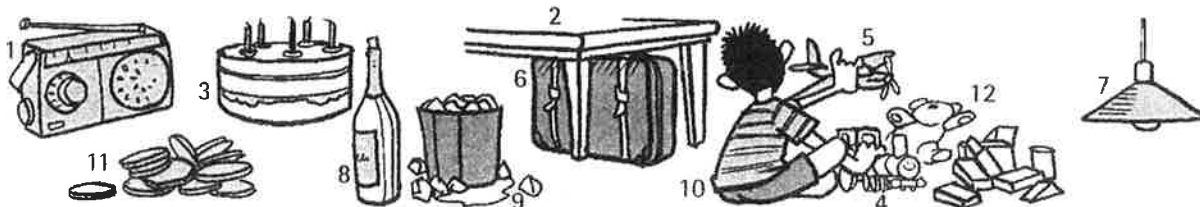
9.3 Complete these sentences. All the missing words have /eɪ/ or /aɪ/.

bye day dry eight flight great miles ~~right~~ right time way white wine

- 1 The plane left in the evening and arrived the next morning. It was a night flight.
- 2 It's best to drink wine with fish.
- 3 Fourteen kilometres is about eight miles.
- 4 There was no rain yesterday. It was a dry day.
- 5 I think I'm lost - is this the way to the beach?
- 6 We've had a great time, thanks. Bye!

(A60) Listen to check your answers. Check with the Key. Then listen and repeat.

9.4 Look at the pictures and find six things with /eɪ/, three things with /aɪ/ and three things with /ɔɪ/.



- | | | | | | |
|---------------------|-----------|-----------|----------|----------|----------|
| /eɪ/ 1 <u>radio</u> | 2 t..... | 3 c..... | 4 t..... | 5 p..... | 6 s..... |
| /aɪ/ 7 l..... | 8 w..... | 9 i..... | | | |
| /ɔɪ/ 10 b..... | 11 c..... | 12 t..... | | | |

(A61) Listen to check your answers. Check with the Key. Then listen and repeat.

9.5 Listen and circle the word you hear. Check with the Key. If any of these are difficult for you, go to Section E3 Sound pairs for further practice.

- (A62)
- 1 gate / get (⇒ sound pair 16)
 - 2 way / wear (⇒ sound pair 21)
 - 3 my / May (⇒ sound pair 22)

Pack your bags

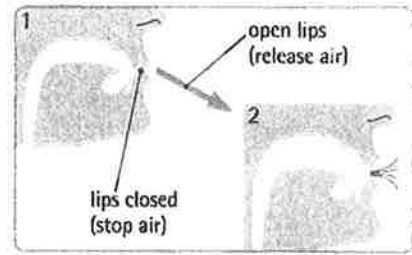
/p/ and /b/

How to make the sound /p/

A69a

• Look at the diagrams. Listen and say the sound.

- 1 Stop the air behind your lips.
- 2 Open your lips to release the air. If you hold a piece of paper in front of your mouth when you open your lips, the paper moves. Target sound: /pə/



B

Sound and spelling

A69b

• /p/ is spelled **p** or **pp**. Listen and say these words:

p pen push stop
pp happy stopping

A69c

Note: **p** is silent at the beginning of a few words. Listen and repeat. *psychology*



Note: The word *cupboard* is pronounced /'kʌbəd/ – don't pronounce the **p**.

Note: **ph** is usually pronounced /f/: **ph**one, **ph**oto, **ph**otograph.

Note: /pi:/ is the name of the letter **P** in the alphabet. People often say /pi:/ for *pence*: 'It costs 75p.'

A69d

• Listen and say these phrases.

- 1 a piece of **p**aper
- 2 Push or **p**ull?
- 3 a deep **p**sleep
- 4 a cheap **t**rip round Europe

C

How to make the sound /b/

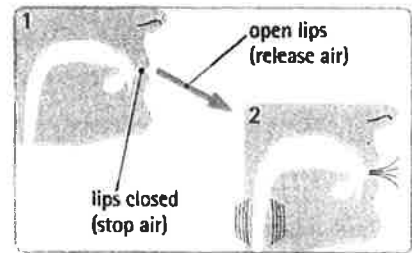
A70a

• Look at the diagrams. Listen and say the sound.

- 1 Stop the air behind your lips.
- 2 Open your lips to release the air.

/b/ is different from /p/ in two ways:

- 1 If you hold a piece of paper in front of your mouth when you open your lips, the paper does not move.
- 2 There is voicing (vibration from the throat).
Target sound: /bə/



A70b

• Listen and say the two sounds. /pə/ /bə/

D

Sound and spelling

A70c

• /b/ is spelled **b** or **bb**. Listen and say these words.

big **b**est **rob** **robber** **verb**

A70d

Note: **b** is silent at the end of a few words. Listen and repeat. *climb comb thumb bomb*



Note: /bi:/ is the name of the letter **B** in the alphabet.

• Listen and say these phrases and sentences.

A70e

- 1 **b**ig **b**usiness
- 2 When was the **b**aby **b**orn?
- 3 It's **b**etter to **b**ake your own **b**read than to **b**uy it.
- 4 What's that **b**ig **b**uilding **b**etween the **b**ank and the **b**ibrary?

A70f

• Now listen and say these sentences with /p/ and /b/.

- 1 Pamela's got a new **j**ob.
- 2 Paul's got **b**ig **p**roblems with his neigh**b**ours.
- 3 Can you rememb**e**r **P**ete's phone numb**e**r?
- 4 **P**ack your **b**ags and **b**ring your **p**ass**p**ort.

A70g

Sometimes you don't hear /p/ or /b/ clearly at the end of a word. Listen.

Important
for listening

- | | | | |
|--------------------|--------------------|---------------------|---------------------|
| 1 Stop: | Stop(p) | 3 Hey, Bob! | Hey, Bo(b)! |
| 2 Don't drop that! | Don't dro(p) that! | 4 the worldwide web | the worldwide we(b) |

Exercises

11.1 Write the words. Choose from the words in the box.

back beard bill black bomb book boot boots bought bread
build but butter buy pack paper part party pay pepper pie
piece pool pull purse put

1 /bɪl/	_____ <i>bill</i> _____	8 /pæk/	_____	15 /bæk/	_____
2 /pɪ:s/	_____	9 /bɒm/	_____	16 /bɜ:ts/	_____
3 /baɪ/	_____	10 /'pepə/	_____	17 /puɪl/	_____
4 /pɜ:ɪs/	_____	11 /'bʌtə/	_____	18 /brɛd/	_____
5 /blæk/	_____	12 /pɑ:t/	_____	19 /pʊt/	_____
6 /peɪ/	_____	13 /bʊk/	_____	20 /bɔ:t/	_____
7 /bʌt/	_____	14 /'pɑ:ti/	_____		

A71 Listen to check your answers. Check with the Key. Then listen and repeat.

11.2 Complete the words with p or b.

- 1 Can you help me paint the bedroom wardrobe?
- 2 Brian's blond, and he's got a big beard.
- 3 We're going to the pub. It's my brother's birthday.
- 4 Where did I put my black boots?
- 5 We asked the waiter to bring the bill, and it was double what we expected!

A72 Listen to check your answers. Check with the Key. Then listen and repeat.

11.3 Listen and fill the gaps.

A73 EXAMPLE

- Are you going to the _____ shop ?
- 1 We'll have to change that _____ .
 - 2 Looking for a _____ ?
 - 3 It isn't on the _____ .
 - 4 Shall we give him a _____ ?
 - 5 Do we have to walk _____ that hill?
 - 6 _____ the bus - I want to get off!
 - 7 I _____ you have a good time!
 - 8 _____ yourself!

Check with the Key. Then listen and repeat.

11.4 Listen and circle the word you hear. Check with the Key. If you find any of these difficult, go to Section E3 *Sound pairs* for further practice.

- A74
- 1 *pears* / *bears* (= sound pair 23)
 - 2 *pear* / *fair* (= sound pair 24)
 - 3 *copies* / *coffees* (= sound pair 24)



Can you help me paint the bedroom wardrobe?

Adapting Materials

We've looked at CLIL materials from different types of coursebooks. There are many other resources about subject topics, such as supplementary books and native speaker websites. When you look for appropriate materials for CLIL lessons, you need to choose materials that develop different skills. You also need to consider the following questions:

- 1 • Are the materials and activities suitable for the age group of your learners?
- 2 • Is the content of the materials suitable for the stage of subject and language learning?
- 3 • Is the language comprehensible?
- 4 • Are the materials clearly presented and motivating?

If the answer to any of these questions is no, then you may have to adapt them.

- 1) BOOKS and native speaker websites; SCLES
- 2) Yes, I content
- 3) Yes, the language comprehensible!
- 4) Yes;

Write some of your ideas for:

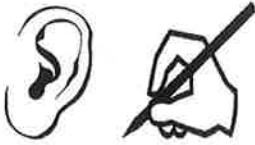
Task 1

- Adapting listening texts

- Adapting reading texts



Task 2



Listen to the video and write down the points

Audio Listening

- R *Read the script*
- H *Hand out the script*

Video Listening

- R *Get the script*
- P *Play the video without reading the script to predict the end*

Listening and reading

- W *Write questions about the main ideas in the audio*
- S *Share answers*
- W *Write key subject-specific vocabulary on the board*
- H *Hand out a glossary*

Handouts

- H *Highlight key subject-specific vocabulary*
- A *Add phrases*
- P *Paraphrase*
- R *Remove unnecessary details*
- B *Bring up self*



Task 3

Read these ways of adapting CLIL materials. Choose which skills the adaptations are appropriate for: listening, reading or both listening and reading.

- 1 Highlight key vocabulary *Handwritten: Listening and reading*
- 2 Read the video script aloud *Handwritten: Listening and reading*
- 3 Insert questions above paragraphs *Handwritten: Listening and reading*
- 4 Write some key subject-specific vocabulary on the board *Handwritten: Listening and reading*
- 5 Hand out the text for the audio script *Handwritten: Listening and reading*
- 6 Break longer sentences into shorter ones *Handwritten: Listening and reading*
- 7 Paraphrase language *Handwritten: Listening and reading*
- 8 Simplify text *Handwritten: Listening and reading*

Task 4



Many teachers create their own reading materials for CLIL because they can't find appropriate resources for the age of their learners.

On the IWB is a page a teacher created to adapt the information from an L1 geography course book.

Look at the page the teacher created. Match the words to the features added by the teacher.

General academic language

Definitions of key concepts

Glossary for text

Labelled image

Instructions

Labelled diagram

Subject-specific vocabulary

- 3 1 INSTRUCTIONS
- 1 2 DEFINITIONS OF KEY CONCEPTS
- ~~7~~ 3 GLOSSARY FOR TEXT
- 4 4 SUBJECT-SPECIFIC VOCABULARY
- 5 5 LABELLED DIAGRAM
- 6 6 LABELLED IMAGE
- 2 7 GENERAL ACADEMIC LANGUAGE



Adapting Language

We've found out about a range of ways to adapt materials for listening and reading. Here are some ways teachers have adapted the language in materials to make them more accessible for their learners. What have the teachers changed?

Complete the table

Paraphrase Vocabulary
Break up long sentences
Change passive to active

Simplify learner's instructions
reorder parts of sentence

Original language	Adapted language for CLIL	Change
The fact that there are large bright rooms is a good feature of the gallery, say many people.	Many people say a good feature of the gallery is the fact that there are large, bright rooms.	reorder parts of sentence ✓
Consider the information in the table. Use it to work out the average age of the people.	Use the information in the table to calculate the average age of the people.	Break up long sentences
When you put a document on a photocopier and press the 'copy' button, light shines onto the document, which reflects off the white areas but not the printed areas.	When you put a document on a photocopier and press the 'copy' button, light shines onto the document. The light reflects off the white areas of the document but it doesn't reflect off the printed areas.	Simplify learner's instructions
The images recorded by street cameras can be sent around the world in seconds, using computers.	Street cameras record images that computers can send round the world in seconds.	change passive to active
They couldn't plant the seeds due to bad weather.	They couldn't plant seeds because of bad weather.	Paraphrase Vocabulary

How to plan your own CLIL lessons Q & A



Q) How can I teach a CLIL lesson?

A) A CLIL lesson or learning unit must be planned. Both the subject and the language teacher should do it together, but most of the time this is not possible.

Q) What should a CLIL lesson plan to cover?

A) * Learning outcomes and objectives

- * Subject content
- * Thinking and learning skills
- * Tasks
- * Language
- * Materials and resources

EET

ans
nant

one stop cil

the box below to answer the questions.

bridge	legions	leapfrog	chariot races
an aqueduct	a stola	a chilton	

did children enjoy playing in ancient Rome? *leapfrog*

place at the *Circus Maximus*? *chariot races*

the roads originally built for? *a chilton*

Pont du Gard? *an aqueduct*

the tunic worn by men called? *leptous*

women wear on top of their tunic? *a stola*

one of the most common dishes in ancient Rome? *pemmiche*

and check your answers to activity 1.

Activity 1

Use the words in the box below to answer the questions.

porridge	legions	leapfrog	chariot races
an aqueduct	a stola	a chilton	

1. What game did children enjoy playing in ancient Rome?
2. What took place at the *Circus Maximus*?
3. Who were the roads originally built for?
4. What is the *Pont du Gard*?
5. What was the tunic worn by men called?
6. What did women wear on top of their tunic?
7. What was one of the most common dishes in ancient Rome?

Activity 2

Read the texts and check your answers to activity 1.



Activities such as wrestling, boxing and jumping were popular as well as ball games and dice games. Children played with toys or played games like leapfrog. Racing was extremely popular and many races took place in the *Circus Maximus* built in 600 BC. Up to 385,000 people could watch a chariot race in the *Circus Maximus*. Another popular form of entertainment was gladiator fights.





The Romans were great builders and many of their roads and aqueducts can still be seen today. Roman roads were one reason for the spread of the Roman Empire. They were originally built to enable Roman legions (the army) to move quickly, but soon became important for trade. The aqueducts helped supply water to cities as well as irrigate farmland. Most were built underground, but it is those that were built above ground and supported by arches (such as the *Pont du Gard* in the South of France) which are famous.



When people think of Roman clothes they usually think of the toga. But the toga was only really worn on special occasions and could only be worn by citizens of Rome. Most men wore a knee length tunic called a chilton with a cloak over the top. Women wore a long tunic with a stola over the top which went down to their ankles and was fastened at the neck with a brooch.



When we think of Rome and food we often think of lavish banquets with exotic meats and lots of grapes. In fact most Romans lived on a diet of vegetables, fish, bread, olives and wine. One of the most common dishes was a kind of porridge made of cooked oats. Children drank milk because the water wasn't safe to drink.



Activity 3

Answer these questions.

1. When was the *Circus Maximus* built? *in 600 BC*
2. How many people could watch a chariot race? *35,000 people*
3. Where were most aqueducts built? *in the ground*
4. When did Romans wear togas? *in the 1st century AD*
5. Could anyone wear a toga? *no*
6. Did the average Roman eat lots of meat? *no, they ate fish.*

Activity 4

Find words in the text that mean the following:

- a) a structure with straight sides and a curved top used for holding things up *archway*
- b) a piece of jewellery with a pin *brooch*
- c) a vehicle with two wheels pulled by horses *chariot* *ROSS*
- d) to give someone the opportunity or ability to do something *enable*
- e) something interesting or unusual, often from a distant foreign country *exotic*
- f) something is fixed to something else so it doesn't fall down *fastened*
- g) to bring water to land using pipes or channels *irrigate*
- h) very expensive and generous *lavish*

CLIL Lesson planning

Discuss the following questions in pairs of small groups.

- 1 What kind of lesson plan do you use?
- 2 Which part of a lesson do you plan first?
- 3 Which parts of the plan do you consider to be most important?

Task 1

Match these lesson aims with the teachers' comments about their lesson planning.

To activate learners' prior knowledge of the subject	I make sure that I'm building on what learners already know about music, even though they might use some L1.
To introduce a new subject topic	I plan a pair-work activity that involves learners giving feedback to each other about how well they have achieved one of the aims of the lesson.
To get learners ready to use English structures in the lesson	I plan by finding suitable materials to teach a geography topic. Then I put the tasks in order, so that they are progressively more demanding.
To include communicative oral activities	I find time to talk to the language teacher about preparing learners for using the language of hypothesis. The maths vocabulary isn't a problem, so I can plan that on my own.
To provide cognitively challenging activities	I make sure that I plan for learners to exchange ideas in pair or group work at certain points in the lesson.
To make sure assessment is linked to the learning outcomes	I find images to create interest in the subject, then think about how I could use the images to start the unit in a meaningful way.

Here are some more questions for you to discuss with the same people.

1. Planning for a CLIL lesson is more difficult than planning for a lesson in your language. Do you agree or disagree? Why/why not?
2. What are the advantages of taking time to plan for content and language learning?
3. If you are a subject teacher, what are the benefits of planning with your school English teacher?

If you are a language teacher, what are the benefits of planning your lesson with a subject teacher?

Planning for CLIL is essential because teaching CLIL is more complex than teaching language or subject lessons separately. To provide a meaningful learning experience, we need to know how to plan, deliver and also how to adapt CLIL lessons.

Before planning individual lessons, we need to consider many factors. First, we need to start with the learners themselves, then consider what they know, and then what we're going to teach them. The factors we need to think about are:

- learners' ages and levels for subject and language learning
- subject and topic
- content of the L1 subject curriculum
- teaching aim – what will learners know and be able to do by the end of the lesson or series of lessons?
- language demands of the subject topic
- the communicative and cognitive skills developed
- cultural focus

Task 2

Match factors that teachers need to consider when planning with the examples from a CLIL maths lesson.

learners' ages		looking at symmetry in famous buildings around the world	A
learners' language levels	2	describing examples of reflective and rotational symmetry orally and in writing	B
subject and topic	3	identifying, comparing and contrasting, reasoning	C
teaching aim	4	present tenses, comparative forms, 2-D and 3-D shapes, <i>fold, rotate, reflect, line of symmetry</i>	D
learning outcomes	5	maths: symmetry	E
language needed	6	to develop learners' understanding of symmetry in maths and in architecture	F
communicative focus	7	A1 reading and writing, A2 listening and speaking	G
cognitive demands	8	upper primary: 10-11	H
cultural focus	9	to know about reflective and rotational symmetry in 2-D shapes. to be able to draw lines and points of symmetry	I

Handwritten notes on the left side of the page, including the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9.

Handwritten notes on the right side of the page, including the letters A, B, C, D, E, F, G, H, I.

In order to deliver a CLIL lesson effectively, teachers also need to consider:

- **how to present content**

Is the content new or familiar to the learners?

Is the level of content and language suitable?

How will you present the content (realia, visuals, audio, text, a demonstration)?

Will you use digital or paper materials? Do the materials have to be adapted or supplemented?

- **which tasks to include and in which order**

Are the tasks at the right level of cognitive demand for the age of the learners?

Will learners do them alone, in pairs or in groups?

Do the tasks get progressively more demanding? Will learners revisit new content?

Are the tasks communicative? Will they encourage active learning?

- **how to support subject input and learner output**

What support will you include? At what stage of the lesson will you provide it?

Will you provide additional support for less able learners?

Will you provide extension tasks for more able learners?

- **how to assess content and language learning**

Will you include formative assessment?

What evidence of progress will you look for during the lesson?

Will you do any summative assessment at the end of the lesson?

Task 2

Read the examples of what teachers say about parts of a lesson plan. Which planning category do they belong to?

Circle the two correct planning categories for each example.

- 1) I like learners talking so I plan things such as pictures that show the stages of paper making.
A) Presenting subject content B) Tasks C) Language support
D) Assessment C-D
- 2) I make sure I can explain subject concepts clearly so I often use the interactive whiteboard.
A) Presenting subject content B) Tasks C) Language support
D) Assessment A-C
- 3) I plan time to walk around and observe if learners can discuss what they like and dislike about music.
A) Presenting subject content B) Tasks C) Language support
D) Assessment B-D
- 4) It's useful to have worksheets with sentence starters to encourage learners to talk about causes and effects of flooding.
A) Presenting subject content B) Tasks C) Language support
D) Assessment B-C
- 5) I like to make sure that by the end of the lesson all the learners are able to transfer data into diagrams.
A) Presenting subject content B) Tasks C) Language support
D) Assessment B-D
- 6) I compile a glossary of key subject vocabulary because learners tell me they like to use it to test themselves after lessons went well.
A) Presenting subject content B) Tasks C) Language support
D) Assessment C-D
- 7) I plan short activities to check that learners remember things like the names of PE equipment.
A) Presenting subject content B) Tasks C) Language support
D) Assessment B-D
- 8) I like starting technology lessons by showing what learners have to make, then putting them in pairs to think about how they can make it.
A) Presenting subject content B) Tasks C) Language support
D) Assessment A-B

We've seen that we need to consider many factors when planning for CLIL and that it's important to include learning outcomes when planning a lesson or a series of lessons. There is no single correct way to write a CLIL lesson plan, but there are some components which we should include.

Below is an example of a lesson plan, have a good look at it and then answer the questions on the next page.

Lesson plan

Teaching objective: to develop learner's understanding of the work of a farmer

Learning outcomes	Procedure	Language for learning	Cognitive skills	Assessment
<p>Know: (write these on the board)</p> <ul style="list-style-type: none"> about features of a farm about a farmer's day <p>Be able to:</p> <ul style="list-style-type: none"> talk about similarities and differences between animals, crops, land and farming methods use visual organisers to record vocabulary (Venn diagram) and notes (timeline) order the events in a farmer's day ask and answer questions about a farmer's work collaborate in pair and group work 	<p>Start (Activating prior knowledge): <i>Individuals:</i> draw farmer, animal, crop <i>Whole class:</i> compare drawings</p> <p>Middle: <i>Whole class:</i> LOTS questions about images of farmers around the world <i>Pair work:</i> find similarities and differences between 2 photographs of farms; record in Venn diagram <i>Whole class:</i> feed back ideas; re-teach vocabulary on cards <i>Group work:</i> read and sequence events in a farmer's day (on cards) in chronological order <i>Whole class:</i> feed back ideas on timeline on board; compare; all record on timeline Hot seat activity: learners ask 'farmers' about their work</p> <p>End (Whole class review): Give three things learned about a farmer's work and one thing to find out</p>	<p>Vocabulary: farm animals, crops, types of land, methods, daily routine of farmer same, different</p> <p>Structures: present tenses, e.g. <i>Farmers use/help/grow ...; We can see ... is the same and ... is different.</i> comparative forms connectors: <i>and, but, because first, then, after, later, next, finally</i></p> <p>Communicative functions:</p> <ul style="list-style-type: none"> describing drawings comparing and contrasting photographs recounting a routine asking and answering questions <p>Language support: Word level: key vocabulary on board Sentence level: handout with sentence starters and substitution table</p>	<p>remembering and identifying</p> <p>comparing and contrasting</p> <p>sequencing</p> <p>reasoning</p> <p>creative thinking</p>	<p>Can learners:</p> <ul style="list-style-type: none"> listen to and follow instructions? talk about their own drawings? say what is the same and different about two farming pictures? use a Venn diagram to record vocabulary? sequence events in chronological order and record on a timeline? take turns to communicate ideas in group work?

Choose the correct answers to the questions about the plan on the previous page. There are two correct answers for each question.

1 Which of the 4Cs are highlighted in bold?

- content communicative skills cognitive skills culture

2 What are the focuses of the learning outcomes?

- subject content content and language practical skills learning skills

3 What does the procedure column show?

- stages of the lesson timing interaction reflection

4 What are the cognitive skills linked to?

- the teaching objective learning outcomes communicative skills the follow-up

5 In what way(s) are the cognitive skills listed?

- alphabetically from lower- to higher-order thinking according to the tasks learners do

6 What does the component with communicative skills contain?

- what learners already know language functions examples of what learners produce

7 What does the language support tell us?

- what teachers provide what learners do strategies to help communication

8 Which skills does the assessment focus involve?

- listening speaking reading writing

We've looked at one example of a CLIL lesson plan and identified its features. However, there are other ways to write a CLIL lesson plan. We can design our own CLIL plan, use one of the plans presented in this unit, or adapt one from a book or the Internet. We can base the plan around the 4Cs of CLIL.

There are two lesson plan templates below. Template 1 below was used for the example lesson plan. We're going to compare Template 2 with Template 1.

Lesson plan templates

Template 1

Teaching objective: to develop ...

Learning outcomes	Procedure	Language for learning	Cognitive skills	Assessment
Know:	Start (<i>Activating prior knowledge</i>):	Vocabulary:		Can learners:
Be able to:	Middle:	Structures:		
	End (<i>Whole class review</i>):	Communicative functions:		
		Language support:		

Template 2

Subject:		Topic:			
Class:		Lesson: ___ out of ___			
Learning outcome(s) – subject content					
Learning outcome(s) – language		<ul style="list-style-type: none"> • listening: • speaking: • reading: • writing: 			
Stage	Teacher activity	Learner activity	Support	Language	Assessment
Beginning					
Middle					
End					
Evaluation (comments on the lesson)					

Read the lesson plan features and choose which of the two lesson plan templates have these features.

- 1) Learning outcomes are shown first
- 2) The teaching objective is stated.
- 3) Learning outcomes involve both subject knowledge and skills.
- 4) The steps of the lesson are shown in three stages.
- 5) There is information about what the teacher does.
- 6) Thinking skills are highlighted.
- 7) There is teacher evaluation of the lesson.
- 8) There are different types of assessment.

Coursebooks usually provide lesson plans for each unit. Sometimes teachers need to adapt the plan according to:

- their learners' needs
- time available for the lesson
- resources they have

Knowing when to adapt a lesson plan is a skill we learn from experience, but there are stages in a lesson when it's important to reflect on what we're doing and then make changes if necessary. These adaptations may be related to:

- input: Did we plan too much or not enough?
- output: Did we plan enough talking time or do we need to increase opportunities for communication of subject content?
- support: Do we need to supplement the support strategies we planned or are we providing too much support?
- materials: Are the materials we selected stimulating our learners to understand, produce or revisit subject content or do we need to substitute the materials with others?
- interaction: Are the groups of learners we planned collaborating with one another or do we need to change any group members?

Sometimes teachers need to change plans because of the learners, lack of materials, lack of time or the classroom layout. Sometimes there can be external factors, such as technology not working.

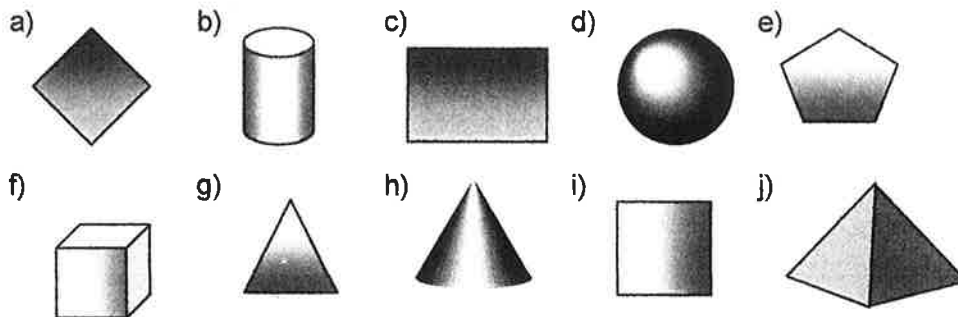
Your teacher will give you a copy of a lesson plan. Have a look through it and feel free to ask questions.

Shapes - worksheets

Activity 1

Part 1

- Are these shapes 2D or 3D?



[design up definitions below to look like dictionary definitions]

A 3D (three-dimensional) shape is not flat. You can measure the height, width and depth of the shape.

A 2D (two-dimensional) shape is flat.

Part 2

- Label the shapes in Part 1 with the names from the box below

[box] cube cylinder diamond square triangle
cone pyramid rectangle sphere pentagon

Activity 2

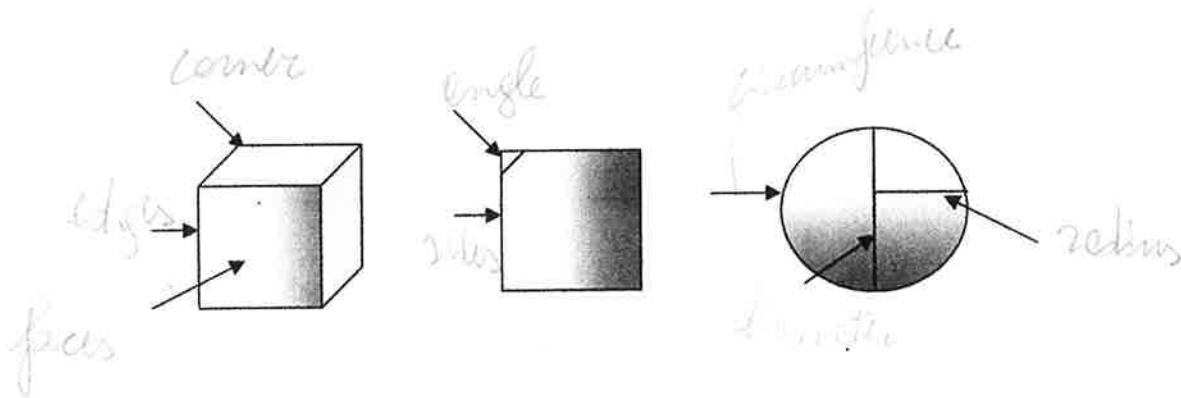
- Read the text about shapes and then label the shapes below with the words in **bold**.

When we learn about shapes there are some important words that we need to know so that we can describe each shape.

Two-dimensional, or 2D shapes have **sides**. So a square has four sides and a pentagon has five. Where two sides meet they make an **angle**. On a square each angle is 90° .

A circle only has one side and the distance all the way round this is called the **circumference**. When we measure a circle the distance from one side to the other through the centre is the **diameter** and the distance from the side to the centre is called the **radius**.

3 dimensional, or 3D shapes are more complex because you can measure the height, width and depth. The surfaces on a 3D shape are called **faces**. The number of faces on a cube is six and on a cylinder only three. Where two faces meet are the **edges**. A cube has twelve edges. Where two edges meet there is a **corner**. A cube has eight corners.



Activity 3

- Answer these quiz questions.

1. The diameter of a circle is twice the _____ ?
a) circumference b) radius
2. How many corners does a (square based) pyramid have?
a) four b) five
3. How many faces does a cone have?
a) two b) three
4. A sphere is ...
a) 2D b) 3D
5. How many sides does a triangle have? **(c)**
a) three b) four
6. How many angles does a pentagon have? **(b)**
a) four b) five
7. Does a sphere have a diameter? **(a)**
a) Yes b) No
8. How many edges does a cylinder have? **(b)**
a) one b) two

3 Now complete the sentences with the words from the box. Then insert them into the timeline on the previous page.

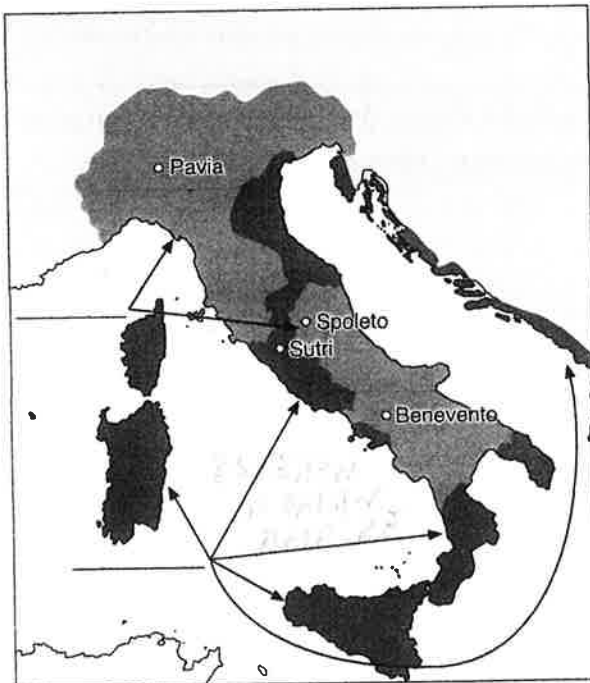
invaded plague defeated Crusade crowned conquered spread

- 1 The Lombards *invaded* Italy, taking control of the North with Pavia as their capital and with territory as far south as Benevento and Spoleto. *568*
- 2 In the Fourth *Crusade* a Christian army *1204* Constantinople, destroying much of the city and leaving Europe with no line of defence against the East, opening the way into Europe for the Turks. *1204*
- 3 Thousands of people all over Europe were killed by a highly contagious *plague* known as the the Black Death. *1347-1351*
- 4 Otto I of Germany was *crowned* Holy Roman Emperor, and under German rule the Holy Roman Empire *spread* into much of modern day Europe. *863*
- 5 The Gothic wars between the Ostrogoths and the Byzantines. The Ostrogoths were *conquered* and Italy came under the rule of The Byzantine Empire based in Constantinople. *535*

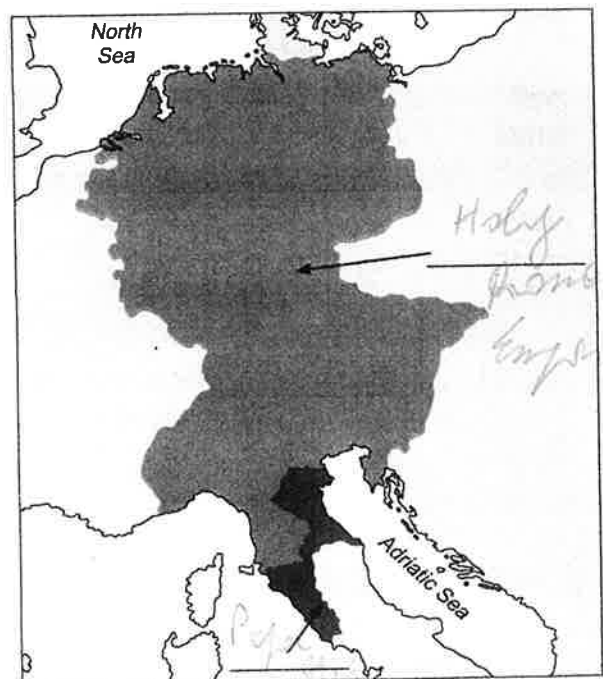
4 Now write these phrases in the correct places as indicated on the maps.

Italy under Lombard rule (650 AD)

Holy Roman Empire at time of death of Otto I (973 AD)



Areas under Lombard control. (LOM)
Areas under the rule of the Eastern Roman Empire. (ERE)



Areas ruled by the Holy Roman Empire. (HRE)
Papal states. (PS)

Activity 1. Tickcharts

a) Here is some information about big cats such as tigers and lions. Read it carefully so you can complete the tickchart.

Big cats such as cheetahs, jaguars and lions are mammals, so they have fur on their bodies and give birth to live young. Lions, cheetahs and leopards live in Africa but tigers live in Asia and some leopards too. A jaguar is one of a small group of cats that live in Central and South America. You probably know that the tiger has stripes, the cheetah has round spots and jaguars and leopards have groups of spots called rosettes. Some big cats, especially tigers and jaguars like water and can swim. The other cats avoid going into water and can't swim. Did you know that not all big cats can roar? Leopards and jaguars can roar but the lion has the best and loudest sound. The other big cats cannot roar.

Now fill in the tickchart.

Tickchart.

✓ = yes x = no

Type of cat	live in Africa	have fur on their bodies	have stripes	have spots or rosettes	usually live and hunt in groups	like water and can swim	can roar
lions	✓	✓	x	x	x	x	x
tigers	x	✓	✓	x	x	✓	x
jaguars	x	✓	x	✓	✓	✓	✓
cheetahs	✓	x	x	x	x	x	x

- b) Can you add another row and fill in the chart for leopards?
 c) Using the chart, make up some sentences and ask your partner some questions like this:

Answer: *No, it doesn't.* Question: *Does a tiger live in Africa?*

Answer: *Yes, it can.* Question: *Can a jaguar swim?*

Homework: write some sentences to give to your partner to answer.

Activity 2 Venn diagrams

- a) Here are some facts about tigers and lions on a tickchart. Read them and talk about them with your partner. Now read them again and put a tick (✓) in the third column when the facts are true for both tigers and lions. This means there is a fact which is the same for tigers and lions. The first two are done for you.

	Tigers	Lions	Both the same
Have fur	✓	✓	✓
Can swim	✓	x	x
Can roar	x	✓	x
Have sharp claws	✓	✓	✓
Eat meat	✓	✓	✓
Live in Asia	✓	x	x
Have stripes	✓	x	x
Have live young called cubs	✓	✓	✓

- b) Copy the correct fact from the Big Cat Fact box into the correct circle.

If you think the statement is true for *tigers only*, write the fact in the circle on the left.

If you think it is true for *lions only*, write it in the circle on the right.

If you think it is true for *both* lions and tigers, write the fact in the middle part.