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HANDS ON CLIL



(at Primary School Level)

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FOREWORD

On the one hand, this volume is the result of the editor's experience as a member of an appointed group of experts who aimed to maximize the efforts required to implement CLIL at the elementary school level in Aosta Valley. On the other hand the volume is the outcome of the editor's research on CLIL methodology. She has had the opportunity to present some of her research findings at the Clavier Workshop hosted by the University of Milan in November 2014. Details of previous research are provided in the bibliographic references and discussed at various points throughout the book.

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PART I: OVERWIEV

1. FOREIGN LANGUAGE EDUCATION AND CLIL IN ITALY

The emphasis on foreign language (especially English) learning as a pillar of modern education is not new. One of the most important implications of the Lisbon Strategy outlined in 2000 by the European Union Parliament has been the new role gained by education. Being the strategy's aim to make the EU «the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion»¹, by 2010, education-related national policies have become pivotal. It is in this perspective that EU member states coordinated their action more affectively, e.g. setting out indicators to monitor progress, using benchmarks, and disseminating good practices.

In Italy, English was established as a compulsory subject from year one in primary school in 2003 (Law 53/2003). However, since then standard foreign language teaching has not led, despite expectations, to major improvements in foreign language proficiency. It is probably also as a consequence of the less-than-exciting results of the introduction of early language teaching that new approaches have been sought. Among these approaches, CLIL gained a prominent role.

Pilot studies centered on CLIL were implemented starting from the late 1990s (Langè 2011), especially in Northern Italy, but previous experimentation can be dated back to 1975/1976 with the ILSSE project (*Insegnamento Lingue Straniere nella Scuola Elementare* – Foreign Language Teaching in Primary Schools). While CLIL projects have been implemented in various schools across the country, some of the most influential ones have been carried out in Northern regions. Examples of these are the “Lingua, Cultura e Scienze in lingua straniera” (Piedmont, 2001-2004); “Progetto Tutor Europeo” (Emilia Romagna, 2003 onwards; “Apprendo in Lingua 2” (Veneto, 2002 al 2004). Presidential Decree n. 275 of March 8th, 1999, provided the regulatory framework upon which CLIL implementation was based on, and further CLIL experimentation at both secondary and primary school level have since been supported. In Lombardy, for instance, a widely publicized project was funded in 2000 (<http://old.istruzione.lombardia.it/progetti/lingue/aliclil.htm>), which involved the introduction of CLIL (also known in Italian “ALI” - Apprendimento Linguistico Integrato – integrated language learning) in both primary and secondary schools, with attendant training programmes and initiatives. In 2007, a report was published on the outcomes of the project² highlighting its benefits and generalized appeal for all stakeholders involved.

Italy was the first among “big” European countries to make foreign language education mandatory in primary school. The CLIL approach was given new momentum, albeit not in respect of early education, in 2010, when the Ministry for Education, University and Research mandated that as for the 2014-15 school year CLIL-based approaches must be used to teach at least one of the subjects in the last year of high school (see MIUR 2010). In 2014 a new initiative - “La Buona Scuola” was launched, in which CLIL was presented as the pivotal methodology in a new age of learning. In the official website of the Ministry of Education, University and Research (www.labuonascuola.gov.it) emphasis is put on the fact that it is essential that a part of what children learn is conveyed directly in foreign languages, enhancing their learning at primary school (https://labuonascuola.gov.it/documenti/lbs_web.pdf : 94).

Foreign languages, and especially English, have been high on the agenda of Italian Education ministers for over 15 years, and have been deemed essential for

¹ *Lisbon European Council 23 and 24 March Presidency Conclusion*, European Union Parliament Website (http://www.europarl.europa.eu/summits/lis1_en.htm)

² Retrievable at: <http://www.progettolingue.net/aliclil/wp-content/uploads/2008/07/rapporto-monitoraggio-clil-20075.pdf>

academic and professional success for considerably longer, as testified by the flourishing language school market in the country. CLIL is the methodology which has been presented, both by policy makers and by many members of the education community, as the potential problem solver for the nation's low language proficiency, thus fostering enthusiasm among the whole community.

However, it is one thing to acknowledge the potential of the approach and another to apply it.

While the enthusiasm harbored by legislators and much of the public - though not equally shared by teachers and school principals - may appear excessive, the results of the pilot studies conducted in Italian primary schools over the last fifteen years suggest that it is not misplaced, and that indeed there may be much to be gained (not least in terms of students' motivation and active participation) from broadening the experiment. This new deal for primary level foreign language teaching, however, can only be successfully implemented if qualified teachers are involved - or/and existing teachers are (re)trained - in CLIL- specific methodologies.

The interest for CLIL has grown exponentially since the turn of the millennium, especially in Europe, where a number of actions were taken by the European Commission to promote multilingualism through a variety of means which included - though were by no means limited to - CLIL (see Marsch 2012 for an overview). The attractiveness of the CLIL proposition is testified by the exponential increase, during the same years, in both teaching projects involving CLIL and in scholarly research on the topic. The latter has mainly focused on classroom observation, with the primary aim of clarifying the underlying principles of CLIL and identifying best practices; mostly, such research has insisted on the benefits of the approach, with critiques having been few and far between, often (though not always) only passingly mentioned in broader, generally positive, accounts of CLIL practices (cf. Dalton-Puffer 2007; Seikkula-Leino 2007; Lasagabaster / Sierra 2009; Marsh et al. 2000; Bruton 2011). Much CLIL-related literature, especially in the early days of CLIL, focused on high-school pupils, with considerable less attention being devoted to pre-school and primary school teaching. Soon, however, the potential of CLIL for young learners started to be explored. An early example of research on CLIL in primary schools was reported in Crandall (1998), to be followed a few years later by Kaufman and Crandall (2005). Several other works followed suit (see, amongst others, Serra 2007; Dafouz / Guerrini 2009; Grieveson / Superfine 2012; Yamano 2013; Pladevall-Ballester 2015) as early language learning programmes became established in several countries.

CLIL underlying principles have been variously defined in the literature, but there is fairly widespread consensus upon them. A frequently quoted definition is the following one by Marsch (1994):

CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language.

Recent research about young learners' foreign language acquisition showed children can improve their foreign language level with no negative effects neither on their native language nor on their acquisition of contents. At the same time, second language learning seems to have positive impact on learners from an intercultural, social, and cognitive point of view (Langè 2014 :15).

CLIL has fostered expectations in stakeholders (policymakers, parents and even children), with the significant exception of many teachers. Most of the expectations are centered on students improving significantly their foreign language competence - subject knowledge becoming somewhat secondary to this primary aim (cf. Pladevall-

Ballesteria2015). Expectations associated with CLIL appear to be fueled by a widespread dissatisfaction with the outcomes of school-based foreign language learning and a stereotypical view of foreign language lessons as a series of mechanistic grammar drills. CLIL is regularly referred to as an educational environment where naturalistic language learning can take place, implying that the best kind of language learning proceeds without formal instruction (Dalton-Puffer, Nikula, Smit 2010: 16).

In the official report of one of the most recent and extensive CLIL-based projects in Lombardy, the BEI project (cf. Cavalieri / Sternieri: 2016,)), the words of a 3-grader are worth quoting: "If I go on like this, by the time I am 16 I am going to be a bilingual" (Bondi 2014:12). Generally speaking, students involved in CLIL-based projects are typically aware of the innovative educational context they find themselves in, and most of the times they are proud to be the receivers of a cutting edge methodology; the same can be said for schools administrators. At the other end of the scale, teachers' attitudes ranges from prudent enthusiasm to criticism, mainly in consideration of two factors: the greater workload a CLIL-based syllabus means for them, and their feeling of inadequacy due to their tendency to be critical in assessing their own language skills

2. CLIL TEACHERS

2.1 COMPETENCES AND NEEDS

To date, the CLIL methodology in Italy has been introduced in primary school on an experimental and voluntary basis and it has not been framed in a specific legislation yet. It has implied extremely varied typologies of intervention on a large-scale scenario (i.e. national). Together with what seems to be a widespread consensus about the methodology, there are undoubtedly criticism and problems still to be solved.

According to a publication by Eurydice (2012), *Keydata on Languages at school in Europe*, Italy is aligned with other European countries in terms of foreign language teaching at all school levels. Nevertheless, up to date CLIL piloting has typically been carried out by volunteer teachers who – ideally - already possessed the required language level. With the upcoming changes which the latest school reform will introduce over the next few years, all teachers will need to be able, at least in principle, to contribute to CLIL-based programmes. This means that they must be provided with the necessary skills and competences prior to their taking up service – i.e., presumably, in the course of their training. This is where universities have a crucial role to play. University syllabi for prospective primary school teachers must ensure that students receive adequate language instruction as a pre-requisite for CLIL implementation. Changes in university syllabi, however, take time, and the number of variables involved is very high. While it is to be hoped that strengthening primary school students' foreign language competences will eventually lead to a general improvement, suitable strategies must be found to ensure that CLIL teaching is successful (Catenaccio/Gigliani 2016: 207).

The challenge of conveying both language and content instruction to young learners is undoubtedly considerable. The multiple types of expertise required are rarely all mastered by teachers, nor are they easily acquired (see Pavesi 2002; Serragiotto 2008). Moreover, if some demand specific negotiating abilities, or require considerable professional experience and metatheoretical awareness, others – namely, expertise in the content subject and in a language – are in fact essential pre-requisites.

The possession of adequate language skills on the part of teachers seems to be essential whatever intensity (see Cummins 2000: 68), length of exposure and specific syllabus organization (see Barbero and Clegg 2005: 56) is chosen for a CLIL-based project. This fact was already evident back in the Seventies', when a systematic experimentation was carried out in Britain: the Nuffield French Pilot Scheme¹. The experimentation was aimed at boosting foreign (French) language learning. Then at is now, one of the main reasons for giving up the implementation of the project was related to poor language skills possessed by primary school teachers. This fact was paired with insufficient financial resources and quickly brought the dismissal of the project.

According to Italian Ministry Decree (Decreto Direttoriale) dated 2012 (from DM n. 249 2010 issued on 10.09.2010) C1 English Level was supposed to be a prerequisite for secondary school CLIL teachers³. One year later, in 2013, the decree operating notes downgraded teachers' language level to B1 (or, in the words of the notes, *assimilabile* - "equal to", presumably lacking an official certification of the same). This downgrading suggests that also at secondary school level teacher language competence is one of the main issues, and policy makers and academia, as well as practicing and prospective teachers, have so far had to make do with the (currently limited) resources they have. This is a typical problem when educational innovation outpaces teacher education provision. But if the problem is hard felt among high-school teachers, is even more pressing at primary school level. As CLIL programmes in Italy have expanded from secondary to junior and primary school, the number of teachers with suitable language proficiency (B2) has been found to be extremely limited.

Among the widest experimentations in recent years, the above mentioned IBI/BEI (Insegnamento Bilingue Italia/Bilingual Education Italy) project deserves a few words, particularly as far as it regard teachers' language proficiency. IBI/BEI was organized by Direzione generale per gli Ordinamenti scolastici e la valutazione del Sistema nazionale dell'Istruzione, in collaboration with the British Council and the Lombardy USR (Ufficio scolastico regionale). It started in 2010 with a preliminary survey of teachers' language level and in the school year 2014-15 it involved 111 classes, 2479 pupils e 60 teachers of six elementary schools (Langè 2014: 15). The Modena and Reggio Emilia University was appointed to monitor the project and present results (the detailed report is downloadable at http://www.istruzione.it/allegati/2014/sintesi_rapporto_ibi.pdf).

One of the prerequisites for the schools to be part of the project (6 schools out of 42 were eventually selected) was the fact that they had teachers working for them with at least a B2 English level, and this was true for 62% of the teachers. It needs to be noted that this percentage is exceptionally high if compared to other context across the nation.

Language proficiency issues not only concern long-serving teachers but also prospective teachers. A survey (Catenaccio/Gigliani 2016: 203) carried out among students enrolled in the Primary Education Degree offered by the University of Aosta would appear to suggest that the competences of prospective primary school teachers are indeed fairly low when they begin university, and have only marginally improved after completing the course offered by their institution. The data were obtained by administering a DIALANG test⁴ to 58 students. The data – which are only partial, and

³ Presidential Decree (DPR) 81/2009 established that primary school teachers involved in CLIL activities need to possess a B1 language level (<http://www.cfiscuola.it/blog/insegnare-alla-primaria-col-b1-e-clil-nella-secondaria-col-b2/>).

⁴ DIALANG is a free-to-use language diagnosis system developed by many European higher education institutions which reports students' competences in reading, writing, listening, grammar and vocabulary against the Common European Framework for language learning.

should therefore be taken with caution – suggest that while about a third of the students tested have B1-level competences (approx. 34%), many are placed below this threshold (over 40%) , and only 3% have a C1 language level. The limited size of the sample makes generalizations impossible. However, it does indicate that it is difficult to make assumptions about the starting level of English of prospective teachers and, therefore, to envisage an exit level adequate to the demands of CLIL-based teaching.

The BEI report quoted above (Bondi 2014) contains crucial information about the perceived needs of the primary school teachers involved in the project. Among them, language courses are short listed, particularly in consideration of the teachers' self-reported general language competences. On the occasion of qualitative interviews with practicing teachers conducted for the purpose of the present research, a sense of incapacity in handling the challenge prevailed – even when enthusiasm was shown – and calls for further language training were voiced with an emphasis on general English rather than on the domain specific features of the language required to teach. In fact, so consistent appears to be the mention of a need for enhanced language competences in the existing reports on previous projects, that language training cannot but be defined as a key priority for teachers – and as such should also be considered by providers of teacher education.

Teachers' language competence may therefore be pointed to as the main reason, despite reportedly positive results, for CLIL projects to have remained limited in scope and not have resulted in increased, albeit voluntary, implementation of the methodology across the curriculum. However, following the pilot projects, a number of elementary schools in Italy have continued to implement CLIL-based policies⁵, spearheading a small but highly motivated group of teachers/headmasters favoring the early introduction of foreign-medium instruction in education.

The enthusiasm for CLIL notwithstanding (see Crandall 1998; Coonan 2005), teacher training remains an issue (Di Martino / Di Sabato 2012), especially at the lower levels of schooling (Ludbrooke 2008). Training programmes - to be delivered by universities - have been recently designed for high school teachers pursuant to DM 139/11. Though other orders of schooling will eventually be involved and research is starting to address the issue (Aiello/Di Martino/Di Sabato 2015), it remains unclear what skills - language-related as well as methodology-based- teachers should possess to be put in charge of CLIL projects. In particular, on a national level, primary education seems to have been especially neglected, not only for what concerns CLIL, but more in general in respect of English teaching, which is no longer entrusted to "specialized" teachers (i.e., teachers especially appointed to teach English) but rather to teachers of other subjects who have indeed received additional language training, thereby becoming qualified to teach English in addition to their regular specialties, but whose primary teaching subject is not English. Moreover, while English has indeed been included among the subjects to be studied by all prospective primary school teachers as part of their academic curriculum, which would seem to offer a solution to the issue to be enjoyed in the near future, not enough appears to have been done to encourage the development of skills that can serve as a stepping stone for more specific further training.

If on the one hand, as CLIL approaches have become more popular worldwide, the number of CLIL teacher training courses has increased and traditional providers of EFL teacher training – ranging from the British Council, which has been actively involved in a number of projects in different countries from their very onset, to many universities and colleges – have broadened their offer to include CLIL-specific options,

⁵ The five-year BEI project ended in 2016 but most of the schools involved have prolonged the experimentation also for the present school year.

on the other hand budgetary constraints cause institutional reluctance to provide suitable training for English teaching. Nevertheless, English remains a priority in education, at least ideally. Among the possible measures illustrated by the author of this introduction in previous stages of her research (Catenaccio/Gigliani 2016: 205-206) and presented during the Clavier⁶ workshop (LSP Research, Teaching and Translation across Languages and Cultures) in November 2014, focus on materials designed for teachers might play a crucial role as it is believed high-quality materials can provide a, temporary, "relief" for those teachers who may have been intimidated by the high expectations they have been more and more insistently asked to meet.

2.2 FOCUS ON MATERIALS

In light of the Lisbon Strategy, the European Commission issued several reports about countries' progress in education (e.g. "progress towards the Lisbon Objectives in Education and Training. Indicators and benchmarks, 2008). In these official documents, relatively low achievements, though considering differences among nations, are usually underlined, and solicitation for further investments in initial teacher as well as in-service teachers' training is made. The role of teachers, their motivation and their competences, are presented as pivotal to reach educational targets, i.e. foreign language proficiency. In this section attention is devoted to the importance of materials in the light of the role they can play in sustaining and inspiring teachers involved in CLIL programmes.

The availability of suitable ready-made lesson plans has always been critical. Italian teachers have been involved in updating training courses from 1975 to 1995⁷ (Progetto Speciale Lingue Straniere (PSLS). During the 1975/76 school year (Progetto ILSSE - Insegnamento Lingue Straniere nella Scuola Elementare) the challenges faced by actors involved in the project were already related on the one hand to the identification of teachers' competences (language, teaching and methodological competences), and on the other hand to the general lack of ad hoc materials to be used by teachers themselves. More than thirty years later, in the already mentioned BEI's final report, some meaningful percentages seem to deserve attention: 25% of teachers prepare materials all by themselves, 23% of them adapt pre-existing materials, and only 18% collaborate with their colleagues for assembling materials. Interestingly enough, only 7% of materials are the result of regional project group members' collaboration. Finally, sharing materials is very rare (2%) for teachers who do not work in the same school. The above mentioned points were taken in consideration when outlining an action plan for the Aosta Valley CLIL project (see §3 for more details).

Participants in CLIL-based pilot projects and institutional informants both in Lombardy and Valle d'Aosta have repeatedly referred to the need for adequate material for primary school teachers. Meeting this need appears to be the pivot of the question for both prospective and longer-serving teachers, a top priority for academic courses on the one hand, and for professional training courses on the other. In times of budgetary restrictions, providing teachers with ad hoc resources might be the answer for CLIL main stakeholders: students and teachers. Customized materials, targeted to students' age and interests, and designed for non-specialized teachers,

⁶ CLAVIER is a research group based in Modena and including a network of Italian universities (Bergamo, Florence, Milan State, Rome "La Sapienza", Siena and Trieste) with an interest in combining two complementary strands of linguistic investigation - corpus analysis and discourse analysis - for a quantitative and qualitative study of language variation in English in terms of diachronic, geographic and socio-cultural dimensions.

⁷ Since 2000 another project was launched (Progetto Lingue 2000) and in recent years the QCER guidelines have been adopted.

would also provide language training for those teachers. At the moment, primary school teachers are involved in CLIL activities on a voluntary basis. User-friendly resources and ready-made materials might result not only in effective foreign language teaching but also in teachers' language improvement, therefore reinforcing their motivation and participation.

Previous stage of the research suggested materials should have specific characteristics to underpin successful CLIL teaching. As also exemplified in Tavani (2016), CLIL materials for Italian teachers do not seem to be adequate for the CLIL methodology challenge. In order to be in line with their didactic purposes - i.e. their dual goal of integrating content and language - CLIL materials need specific characteristics that may be described using what we can name as the 4Rs method (Catenaccio/Gigliani 2016: 205): they need to be reliable, ready-made, recitable and rewarding. Reliability involves reputation of the institution and people responsible for quality control process, and at the same time it involves website stability: teachers need to know they can access the materials when in need. Ready-made materials, possibly supported by audio tracks, are likely to be first chosen on the part of busy teachers who will simply be in charge of reciting them following detailed teachers' notes and providing handouts to students. Eventually, such a structured path will be perceived as rewarding by both actors involved in the educational process: education providers get extra language training, while education receivers obtain good quality teaching.

The 4 Rs are believed to represent guidelines when designing, assembling and circulating resources for CLIL courses, and they are supposed to lead to standardization of the above mentioned resources, providing a steady guide even for the most hesitant teacher and therefore boosting their confidence in class. It is believed by the author of the present volume that the 4 Rs could make a comprehensive difference for effective primary school foreign language teaching, compensating for a four-decade history of poor results and for teachers' - in their own words sometimes "inadequate"- foreign language level. Therefore, they represent the inspiring principles underlying the lesson plans presented in the second part of this volume.

2.3 CLIL LESSON PLANS

The provision of foreign language skills for teachers has proven to be expensive, difficult to monitor, and time consuming to improve on a national scale. Institutions, on their part, seem to remain vague when it comes to foreign language pre-requisites description for educators involved in CLIL projects. Focus on resources might provide twofold result: more effective CLIL teaching for students and better trained teachers in primary school scenario. When interviewed by Cambridge University Press in November 2010⁸, David Marsh claimed that "CLIL teachers need to be supported". It is in this spirit that the author of the present volume conceived and delivered training courses for updating primary school teachers in Aosta and then assembled, revised or also authored the lesson plans herewith included (see Part II). As an established scholar on the topic puts it

successful CLIL requires teachers to engage in alternative ways of planning their teaching for effective learning. CLIL is not language teaching enhanced by a wider range of content. Neither is it content teaching translated in a different language

⁸ <https://www.youtube.com/watch?v=-Czdg8-6mJA>

from the mother tongue. However, in adopting a CLIL approach, there will be elements of both language and subject teaching and learning which are specific to the CLIL classroom as well as emerging CLIL methodologies (Coyle 2005: 54).

There is no single model for CLIL lesson planning. Different models⁹ all share the common founding principle that in some way the content and the language learning are integrated. Whatever type of model it is fundamental to CLIL that the content of the topic, the syllabus, leads the way. In other words, the content is the starting point of the planning process (cf. Coyle, Hood, Marsh 2010).

A quick research on materials available online soon led to the conclusion that most of them, with a few exceptions, are not user-friendly. This means that most of the times, for example, they do not guide the teacher step by step throughout the lesson using detailed teacher's notes. Furthermore, target audience is often not indicated or is vaguely indicated (e.g. the lesson is targeted at primary school children with no reference to a specific year). Sometimes lesson plans contain links to documents that are not online any more, or they have heavy attachments that would not be of great help to the busy teacher.

The rationale underpinning the present volume is to shift attention from the theoretical debate around CLIL to user-friendly materials. With reference to CLIL training courses run by the office of the Regional Councilor for Education and Culture of the Aosta Valley in April 2016 and in February 2017, a few observations need to be made. Generally speaking, participants were well informed about CLIL as a methodology and they mastered the relevant vocabulary. Nevertheless, the lesson plans they handed in to conclude their training course turned out, in many cases, to be hardly usable by other teachers. In other words, even original and brilliant lesson plans would have been difficult to put in circulation. Therefore major revisions were needed to actually achieve satisfying results - i.e. accessible lesson plans - even in less-than-optimal conditions, as it may happen with teachers with low foreign language level.

CLIL has evolved from simply a way to increase foreign language exposure, *ergo* foreign language learning, into a pragmatic approach to renovating classroom practice (D. Lasagabaster, and Y. Ruiz de Zarobe, 2010). It is worth noting that language awareness on the part of teachers automatically shifts classroom dynamics from one that is teaching focused to one that is learner centered. Not only. Language-aware, learner-centered learning catalyzes 'content-aware' instruction whereby teachers quite naturally also wonder if the input content is comprehensible.

CLIL is therefore not simply 'doing it in a foreign language', it strongly influences the way teachers work favoring a "more practical and more communicative"¹⁰ approach to subject content. In European Commission Recommendation *Rethinking Education* (2012) CLIL is described as the engine for innovation. In this perspective, lesson plans are the ultimate tool of a highly promising methodology and it is in this perspective that the collection of lesson plans presented in this volume has been conceived.

Having placed some constraints to the focus of this volume, since its approach is primarily practical as its very title intends to suggest, only a few words will be now spent on CLIL lesson planning theoretical framework. There are four guiding principles upon which a CLIL lesson can be built (cf. Coyle 2005): the 4Cs framework

⁹ By way of example: Subject topic/syllabus adapted for teaching in the target language to explore the subject from a different perspective whilst improving foreign language skills; cross curricular project which involves both language teachers and subject teachers planning together; language teachers developing a more content type approach to a theme (cf. Coyle 2005).

¹⁰ As stated by teachers involved in the BEI project in their final questionnaires (Cavalieri and Sternieri: 2016)

seeks to assure quality in terms of guidance for content, cognition, culture, communication (4Cs planning grid). Whilst the 4Cs curriculum provides a useful guide for the overall planning of a unit of work, the 3As tool can be used for more detailed lesson planning. Whilst there is clearly some overlap between the tools, their suggested use is significantly different. The 3As tool operates in 3 stages (stage 1: analyze content for the language of learning ; stage 2: add to content language for learning; stage 3: apply to content language through learning) and can be used for more detailed lesson planning, while the 4Cs curriculum provides a useful guide for the overall planning of a unit of work. This second tool is the one that was chosen for the lesson plans included in this volume.

The relationship between language and cognition is complex. However what we do know is that effective learning involves cognitive challenge and feedback (assessment for learning). In CLIL settings it is essential to ensure that the language does not get in the way of understanding whilst at the same time it can itself be cognitively demanding. Cummins (1984) developed a matrix for exploring the relationship between cognition and language. This has been adapted for CLIL settings and can be a useful tool to audit teaching materials. Cognitively undemanding materials are difficult to justify. Cognitively demanding materials are fundamental to learning. The greatest challenge for CLIL teachers is to develop materials and tasks which are linguistically accessible whilst being cognitively demanding.

The above described tools are meant as a guide to planning and monitoring processes in CLIL. They are not meant to be formula that are rigidly applied (Coyle 2005). Instead they are meant to be used, explored, adapted and reformulated according to different contexts.

3. CLIL AT PRIMARY SCHOOL LEVEL: THE AOSTA VALLEY EXPERIENCE

In December 2010 Ministry of Education, Universities and Research (MIUR) issued a circular which directed the commencement of CLIL teacher training courses. The circular established blended methodology for the courses, and B1 language level as a pre-requisite for teachers willing to participate. It took almost three years for the courses to start (Langè 2014: 18) However, primary school teachers were not the target public for those training courses and future needs of CLIL programmes demanded a more planned course of action concerning both teacher formation and in-service teacher support (Lasagabaster and Sierra 2009: 371). The different regional educational authorities endeavored to make up for this lack of training among in-service teachers through specific measures, such as methodology courses, language courses in English-speaking countries, or seminars and conferences in which experts participate.

The Regional Councilor responsible for Education and Culture of the autonomous region of Aosta Valley took action and planned language training for school years 2014/2015 and 2015/2016, methodology courses from April 2016 to June 2017. In February 2017 they expanded the program also to newly employed teachers. The author of the present volume contributed as an expert advisor for intensive¹¹ CLIL courses (*Il CLIL in inglese alla scuola primaria: metodologia, formazione linguistica e progettazione di unità di apprendimento/CLIL at primary school level: methodology, language training and unit of work planning/*) for school years 2015/2016 and 2016/2017. Even if a preliminary – theoretical - introduction to CLIL methodology was part of the courses, their main focus was on unit of work

¹¹ A twelve-week course from April 2016 to June 2016. Participants were requested a studying load of 4.5 hours/per week.

planning. Additionally teaching tools and resources¹², as well as previous experiences in Lombardy, were presented to participants, who were in-serving primary school teachers with a B1 language level. As described in the course introduction, (long)in-serving teachers' daily experience would be valued to make the most out of it, thus trying to overcome reluctance typically arising from changes in *praxis*.

An appointed group of experts, among whom the editor of this volume, organized planning meetings to maximize the effort required to implement CLIL and brainstormed on course organization and possible outcomes. The training course for teachers course was a 55-hour course organized in a one-day conference with plenary lecture and parallel workshops (6 hours), online training (9 hours, three modules), and self-study (40 hours). Relevant information and materials were published in an online platform accessible to teachers, organizers, and other stakeholders to share information and/or be updated about the project.

Expected outcomes were ready-to-use CLIL lesson plans designed by teachers. Participants were also required to get the TKT CLIL Cambridge Certification and to conduct self- assessment within a CLIL educational environment.

The editor of this volume homogenized materials produced by teachers and carried out an accurate language revision. Most of the times original materials were completely modified in terms of lesson organization, input in L2, target students' age, worksheets for students, visuals. Some of the lesson plans have been created by the editor *ex novo*. The table here below shows lesson plans' topics and the correspondent subjects.

| YEAR | LP TITLE | SUBJECT |
|-------------|--------------------------|--------------------|
| 4 | The Butterfly Life Cycle | Science |
| 2 | The Four Seasons | Science |
| 1 | Geometric Shapes | Mathematics |
| 2 | Hopscotch | Physical Education |
| 3 | The Seed Cycle | Science |
| 2 | Animal Habitats | Science |
| 2 | Bees and Honey | Science |
| 5 | Sun Salutation | Physical Education |
| 5 | Ireland | Geography |
| 4 | Volcanoes | Science |

The lesson plans included in the present volume are the result a revision process (see part 2.3, § 5) which also relied on expert informants (primary school teachers in bilingual schools). The approach adopted is a soft CLIL approach, i.e. teaching and learning is focused mainly on language and so is language-driven, as opposed to hard CLIL approach, when the main focus is on the subject and is therefore content-driven.

Most of the designed tasks included in the lesson plans are cognitively undemanding and are linked to BICS¹³, as it is the case with matching activities, sorting objects into sets, and naming. The Carrol diagram is used to classify information according to four criteria, concept maps to help learners to organize information. Maps can include the use of grids of similarities and differences to compare and contrast, or lines and arrows to indicate cause-effect relationship (process diagrams), or also time-sequence diagrams to display events in a chronological order. Visual organizers are aids which help learners to understand and remember new information by making it visible. The language/symbol combination

¹² Cf. Appendix I.

¹³ Basic Interpersonal Communication Skills (Cummins, 1984)

fits primary school students - especially in first years - whose reading proficiency is not fully developed.

Recycling or revising language, namely practicing language that learners have seen previously, is crucial when subject-specific language which contains lexical items which are infrequent in everyday language and only used within the subject (e.g. chrysalis) is presented. It needs to be noted that in the lesson plans included in this volume, language revision is frequently used also for common, English, words whose understanding on the part of all pupils is doubted by teachers. Recourse to L1 (Italian) is sometimes suggested to provide temporary support for students and to assist them in moving toward new skills, concepts or levels of understanding. CLIL learners need the language to be carefully scaffolded so that they can express what they know through English.

As far as it regards the original lesson plans designed by teachers, some of them may have lacked (CLIL) methodological savviness or, more generally, they may have been difficult to be replicated by teachers other than the authors themselves. Nevertheless, they provided valuable insight into classroom practice and primary school learners. Most of the revision process actually implied turning the teachers' input into ready-made, user-friendly, and hopefully precious resources.

As mentioned before, it is in the hope that focus on resources can provide twofold result that this volume was conceived: more effective CLIL teaching for students and better trained teachers in primary school scenario, a still relatively unexplored area in which there's the opportunity to provide a model of good practice.

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PART II: LESSON PLANS

LESSON PLAN

Subject: Science

Class: 4th year

Lesson Topic: The butterfly life cycle

Time: 1 hour (Lesson) + 30 minutes (Possible Lesson Extension)

Aim:

Students will learn the butterfly's life cycle and natural science relevant vocabulary

Teaching objectives:

Content

Butterflies and the butterfly's life cycle

Communication

Vocabulary

Revised: *butterfly, caterpillar;*

New: *leaves, eggs, chrysalis, to hatch, to come out, to fly away.*

Structures

Present simple (also interrogative and negative forms)

Cognition

Making deductions

Matching word labels to pictures/objects

Identifying different stages in a cycle

Culture

Natural science

Outcomes:

At the end of the lesson, pupils will be able to:

- know the name and the order of the four seasons of the year (history and science),
- understand the physical and logical features of the butterfly (natural science),
- connect different experiences of life with the right season.

Materials for students:

Worksheets A and B, glue, scissors

Materials for teachers:

For a safe guide for determining the proper pronunciation of words: MacMillan Factual

Reader Butterflies, downloadable for free audio (<https://www.macmillanyounglearners.com/readers/level-1>)

Assessment:

The learners can

- identify the different stages in the butterfly's life cycle
- use relevant vocabulary (e.g. chrysalis)
- make deductions
- cooperate with mates in a team

Warm-Up

Elicit names: draw a butterfly, a caterpillar, a leaf with some eggs on it and a chrysalis on the board (try to position them as in the example provided in Worksheet B, with no arrows).

10 minutes

Ask: "*Which one is a leaf? Which one is a caterpillar? Which one is a butterfly? What color is a leaf? What color is a caterpillar? What color is a butterfly?*"

(Chrysalis you do not elicit. You may refer to previous L1 teaching of the topic).

Write the names under the drawings on the board.

Completing worksheet A

Children cut and paste the 4 pictures (butterfly, caterpillar, chrysalis, leaf with some eggs). Children write names next to images (they can watch the board if they need to) and then they cut along the dotted lines to get 4 slips (they'll need them later and if you decide to extend the lesson).

15 minutes

Fast finishers: children color the pictures.

Vocabulary building

Start by pointing to the leaf and ask: "*Is this a caterpillar? No, it's a leaf with some eggs on it!*"

20 minutes

Continue with caterpillar, chrysalis and butterfly.

Go through the vocabulary, checking comprehension.

Using the picture on the board, explain (first in L1 if class language level is too low) in L2 the butterfly life cycle (mime, if you feel like):

"A butterfly lays eggs on a leaf.

The eggs hatch alone.

A caterpillar comes out.

The caterpillar does not look like a butterfly, but the caterpillar is a baby butterfly.

The caterpillar eats and eats.

The caterpillar grows and grows.

One day the caterpillar doesn't eat.

It makes a safe place to stay.

The safe place is called chrysalis

The caterpillar stays inside the chrysalis a few weeks.

Then a butterfly comes out and flies away!"

Ask the children questions while pointing to the pictures (you'll first provide answers), ex:

"What does the butterfly first do? A butterfly lays eggs on leaves.

What happens to the eggs? They hatch alone.

What comes out? A caterpillar.

What does the caterpillar do? He eats and eats. He grows and grows. And then?

Then it makes a safe place to stay.

How is the safe place called? Chrysalis.

How long does the caterpillar stay inside the chrysalis? A few weeks.

And then? A butterfly comes out and flies away!"

Highlight the stages in the butterfly life cycle on the board. Go through the pictures orally as you point to them on the board but this time encourage the children to repeat:

"A butterfly, some eggs, a caterpillar, a chrysalis, a butterfly again!"

Go through the pictures again and explain what happens, using mime to help the children understand:

"A butterfly lays eggs on leaves.

The eggs hatch alone.

A caterpillar comes out.

It eats and eats.

It grows and grows.

One day it makes a safe place to stay.

The safe place is called chrysalis.

The caterpillar stays inside the chrysalis a few weeks.

Then a butterfly comes out and flies away! "

Completing worksheet B

Ask children to number the sentences in worksheet B.

10 minutes

Conclusion

Look at the pictures of the butterfly life cycle on the board again. Point to each single phase of the life cycle and ask children to raise one of the paper slips they had previously cut out when they hear the description.

5 minutes

Example: "*The eggs on the leaf hatch alone*" (children raise the corresponding slip).
Complete the circle using the 4 sentences provided and previously numbered.

Possible lesson extension**Peer-to-peer activity**

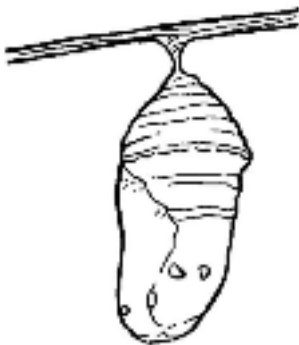
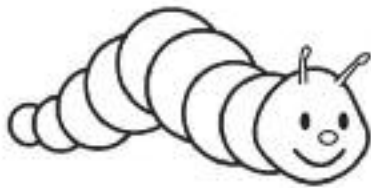
Check that the children can remember the key vocabulary (previous lesson). Encourage them to talk about the butterfly life cycle. Start with the class and then let the children continue in pairs or small groups. Don't correct them too much – let them talk. If they repeat the activity with two or three different partners, their production will improve.

20 minutes

Tell the children you are now going to play a quick and simple snap game using the previously pasted paper slips. For stronger students: they may play this snap game using the sentences listed on Worksheet B.

10 minutes

WORKSHEET A



WORKSHEET B

a B _ _ _ _ _

a C _ _ _ _ _

a C _ _ _ _ _

a L _ _ _ with some E _ _ _

| | |
|--|------------------------------------|
| Subject: Science | Class: 2 nd year |
| Lesson Topic: The four seasons | |
| Time: 1 hour (Lesson) + 50 minutes (Possible Lesson Extension) | |
| Aim: this lesson helps the children to learn the seasons of the year and the words associated with each season. | |
| Teaching objectives: | |
| <p>Content</p> <p>The concept of season, identification of four seasons’ differences (science).</p> <p>Communication</p> <p>Vocabulary Revised: colors, big/small; New: spring, summer, autumn, winter, hot, cold, beach, ice cream, snow, snowman, tree, flower, leaf, cloud, sun, rain, gloves, boots, sandals, sunglasses, umbrella, Halloween, Christmas tree, Easter Bunny , rainbow, watermelon, pumpkin, scarf, hat.</p> <p>Structures <i>“What is it?”, “It’s a ...” “There is / there are”.</i></p> <p>Cognition</p> <p>Matching word labels to pictures/objects Comparing two/three/four objects, places, ideas or moments Making deductions Giving a very simple oral presentation of subject Identifying points of similarity or difference</p> <p>Culture</p> <p>Seasons and the nature’s cycle.</p> | |
| Outcomes: At the end of the lesson, pupils will be able to: | |
| <ul style="list-style-type: none"> • know the name and the order of the four seasons of the year (history and science), • understand the physical and logical features of the cycle of nature during an year (science), • connect different experiences of life with the right season. | |
| Materials: | |
| <p>Flashcards: one copy of attachment A (to be scaled up and colored) and attachment B (preferably color prints), photocopies of the worksheet (one for each student). Song retrieved from: https://www.youtube.com/watch?v=ksGiLaIx39c (Hint: download the audio and use a MP3 online converter - it’s for free - so you don’t risk to “lose” it in case of web shutdown or variations) 4 boxes, 4 labels, pieces of paper, pens and pencils</p> | |
| Assessment: | |
| <p>The learners can</p> <ul style="list-style-type: none"> • identify the four seasons • classify seasons’ features • make hypotheses • cooperate with mates in a team | |
| Possible Follow-Ups: | |
| <ul style="list-style-type: none"> • Clothes and the seasons • The weather • The months of the year | |

Introduce the vocabulary: the four seasons

10 minutes

Use flashcards (provided in attachment A).

FLASHCARD n.1 *"In this flashcard there is a tree. There are many flowers on the tree. There are some clouds in the sky".*

Point out the different parts of the picture. *"This is spring."*

FLASHCARD n. 2 *"In this flashcard you can see many green leaves on the tree and a big sun in the sky. This is summer".*

FLASHCARD n. 3 *"In this flashcard leaves are colored: red, yellow, green, brown and orange. Some of them are falling off the tree: some leaves are in the tree and some leaves are on the ground. There are many clouds in the sky. It's raining. This is autumn"*

FLASHCARD n. 4 *"In this flashcard, the tree has no leaves. It's snowing. Snow (and snowflakes) are everywhere and you can make a snowman, if you want! This is winter."*

20 minutes

Draw four large squares on the board. Invite volunteer pupils to come up to the board and draw pictures inside one of the four squares. He/she may want to copy from flashcards in worksheet A. As one child is drawing, get the other children to guess what is in the picture (*"What is it?", "It's a tree", "What can you see in the tree?"*).

Do the same with other pupils for the remaining three pictures. Once all four pictures have been drawn, point at the first picture and ask: *"When does the tree look like this?"* Elicit the season's name and write the word under the picture. Do the same for all pictures and chorus each season name. Pay attention to seasons' sequence!

Sing the Seasons Song

15 minutes

Tell your students they're going to listen to a song and ask them to predict the topic: *"What do you think the song is about?"*.

Watch the video/song <https://www.youtube.com/watch?v=ksGiLaIx39c> and play the song a few times. You'll find here below the song's script. If you only have the audio you can show them each season's corresponding flashcard when the season is mentioned in the song.

*There are four seasons that happen in a year
Spring, Summer, Autumn, Winter
Spring, Summer, Autumn, Winter
There are four seasons that happen in a year
Spring, Summer, Autumn, Winter
Spring, Summer, Autumn, Winter
Can you tell me what season it is?
Let's take a look
SPRING
Can you tell me what season it is?
Let's take a look
SUMMER
Can you tell me what season it is?
Let's take a look
AUTUMN
Can you tell me what season it is?
Let's take a look
WINTER
There are four seasons that happen in a year
Spring, Summer, Autumn, Winter
Spring, Summer, Autumn, Winter
There are four seasons that happen in a year
Spring, Summer, Autumn, Winter
Spring, Summer, Autumn, Winter*

Word association

10 minutes

Divide the class in four teams. Give each team the boxes labelled with the name of a season (4 boxes: one for team/season).

Show one of the flashcards you had previously cut out (Worksheet B) to the class and elicit the word in the picture (*"What is it?"*, e.g.: *"This is an ice cream"*). Then ask: *"Where should I put this?"*. Once the pupils say the season's name let one of them come up to you, take the picture, and put it in the right box.

End of lesson

5 minutes

Students do the matching activity (worksheet). You should provide photocopies of the worksheet to all students.

Fast finishers: they draw the missing images in worksheet C.

Possible lesson extension**Game (matching activity)**

Ask pupils to copy all the objects represented in the flashcards (attachment B) on pieces of paper. As pupils are drawing, go around the room and repeat the name of the objects asking: "What's this?".

25 minutes

Students are now going to use the pictures they drew before.

25 minutes

Push all the desks and chairs back against the walls.

Take the pictures previously created and randomly scatter them around your classroom.

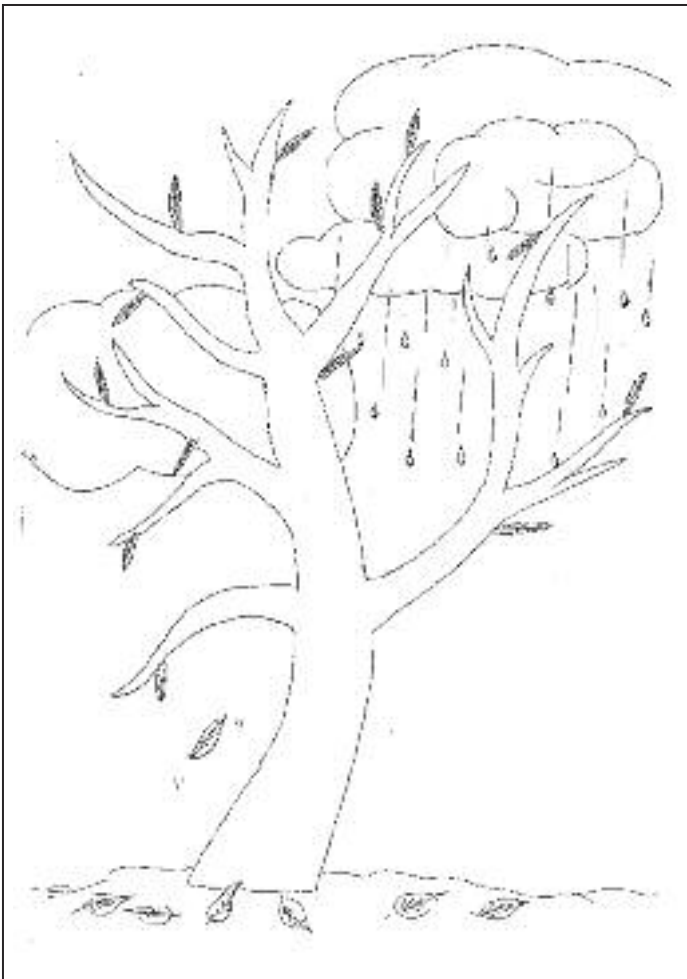
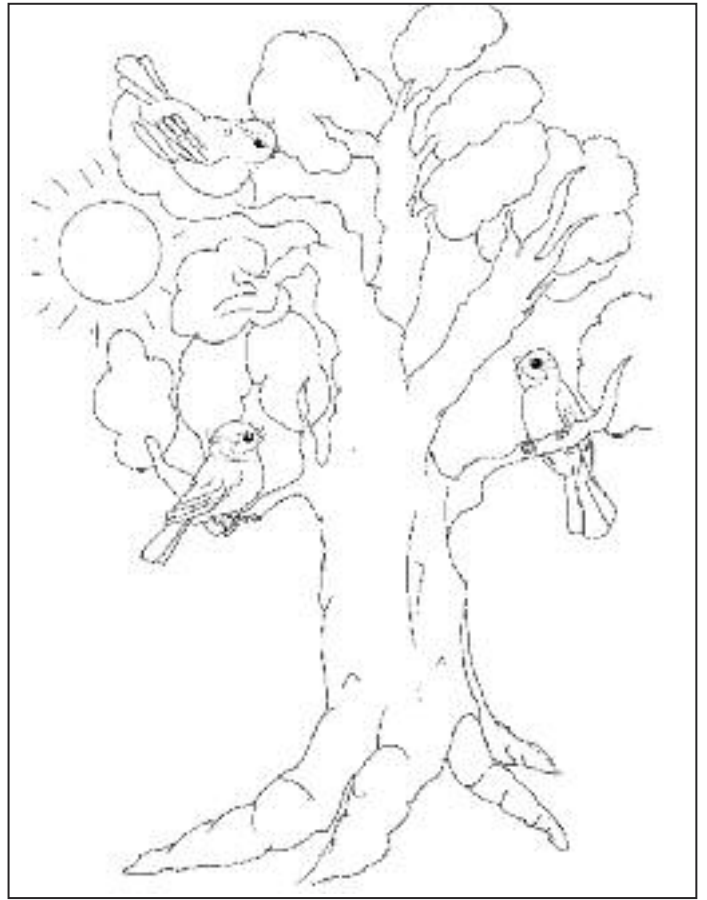
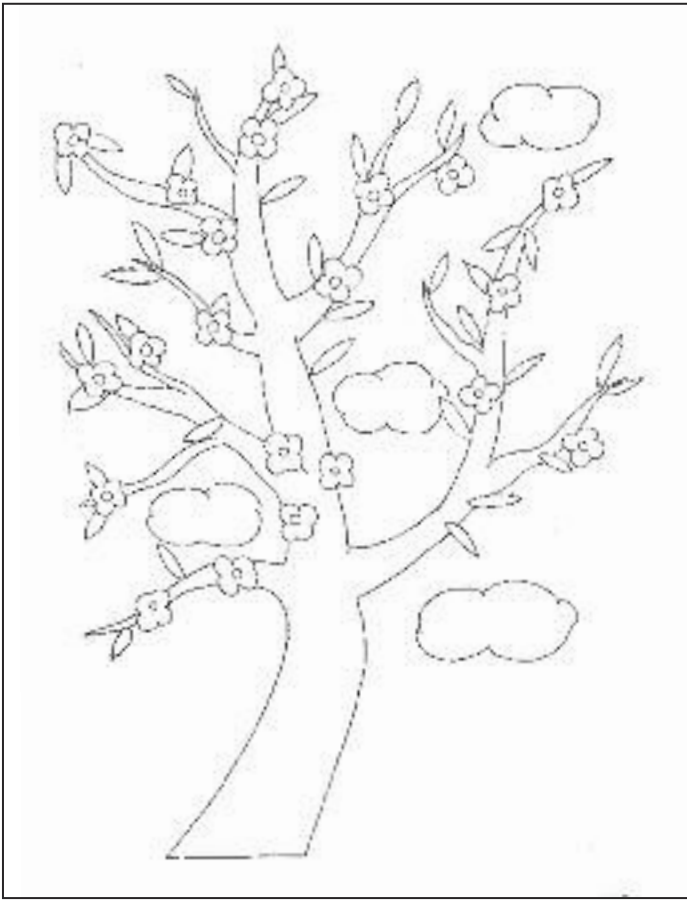
Pick the summer box (previous lesson), and say "Ok, everyone finds all the summer pictures and put them in the box. Ready, steady, go!"

When children put the selected drawings in the box, ask him/her "What is it?" and elicit the correct answer.

Everyone rushes around picking up pictures and placing them in the summer box.

Do the same for the other seasons.

ATTACHMENT A



ATTACHMENT B: Spring flashcards



ATTACHMENT B: Spring flashcards



ATTACHMENT: Autumn flashcards



ATTACHMENT: Winter flashcards



WORKSHEET

Match the correct word with its picture

CLOUD

RAINBOW

ICE CREAM



WATERMELON

APPLE

PUMKIN



BOOTS

GLOVES

SCARF



RAIN

SNOW

SUN



LESSON PLAN

| | |
|--|------------------------------------|
| Subject: Mathematics | Class: 1 st year |
| Lesson Topic: Geometric shapes | |
| Time: 1 hour | |
| Aim: this lesson helps the children to recognise and name the basic two-dimensional geometric shapes. | |
| <p>Teaching objectives:</p> <p>Content The different shapes and their identification in the surrounding environment (maths).</p> <p>Communication Vocabulary Revised: Colours: red, yellow, green, orange, blue, pink, purple New: Shapes: circle, triangle, square, rectangle. square(s), grid. Structures Questions: "<i>What is it?</i>", "<i>What colour is it?</i>", "<i>What shape is this?</i>" Answer: "<i>This is</i>".</p> <p>Cognition Answering simple questions Interacting with fellow classmates in a team game</p> <p>Culture The presence of different geometric shapes in the surrounding environment.</p> | |
| <p>Outcomes: At the end of the lesson, pupils will be able to</p> <ul style="list-style-type: none"> • know the name of different shapes • recognise and describe shapes • combine colour and shape when describing objects | |
| <p>Materials for teachers: Colored, big size pictures of shapes: 2/3 (colored) circles, 2/3 (colored) triangles, 2/3 (colored) squares, 2/3 (colored) rectangles. You may retrieve them online or have stored them in class for previous lessons in L1. Removable glue (or tape)</p> <p>Materials for students: Pencils and notebooks</p> | |
| <p>Assessment: The learners can</p> <ul style="list-style-type: none"> • recognise the different shapes, both if drawn and if identifiable in the surrounding environment • describe objects by colour and shape • play a team game | |
| <p>Possible Follow-Up: More complex shapes e.g. oval, trapezium, diamond, rhombus, etc.</p> | |

Introduce the vocabulary: different shapes

Draw a circle on the board and say: "This is a circle". Ask the children: "What is it?". Once the children have replied: "A circle", write CIRCLE under the drawing and ask the children to copy the drawing and the word in their notebooks.

Using the pictures of the shapes you brought from home or you already stored in class, point again at the circle. Ask: "What colour is this?" and wait for the children to reply: "Blue!". Write on the board: THIS IS A BLUE CIRCLE.

Read the sentence aloud to the class and ask the children to repeat, and to copy the sentence in their notebooks.

Repeat with the other shapes: square, triangle and rectangle.

20 minutes

Identifying shapes

Walk around the class and point to objects with an easy identifiable shape (e.g. your mobile phone). Every time you spot an object, ask the class: "What shape is this?", "What colour is this?".

10 minutes

Sing the Shapes Song

Song retrieved from: <https://www.youtube.com/watch?v=HBwRkg987jI>

10 minutes

(Hint: download the audio and use a MP3 online converter - it's for free - so you don't risk to miss it in case of web shutdown or variations). You do not actually need the audio in class, you may simply listen to it when revising the lesson before teaching time.

Invite the students to sing along.

Point to the different shapes on the board each time the shapes are mentioned (you won't need to do this if you can play the video of the song).

*A circle's like a ball,
A circle's like a ball,
Round and round
It never stops.*

*A circle's like a ball!
A square is like a box,
A square is like a box,
It has 4 sides,
They are the same.*

*A triangle has 3 sides,
A triangle has 3 sides,
Up the mountain,
Down, and back.
A triangle has 3 sides!*

*A rectangle has 4 sides,
A rectangle has 4 sides,
Two are long, and
Two are short.
A rectangle has 4 sides!*

End of lesson

Post the shapes on a wall or on the board. Line students up in two teams.

Say the name of one (coloured) shape.

A student from each team races to hit the right shape.

The game ends when every child has had a try.

20 minutes

| | |
|---|--|
| <p>Subject: Physical Education</p> | <p>Class: 2nd year</p> |
| <p>Lesson Topic: Hopscotch</p> | |
| <p>Time: 2 hours</p> | |
| <p>Aim: To learn the words associated with the parts and the movements of the human body through the game of hopscotch; to learn and apply the rules of the game, and to reflect upon the importance of playing together</p> | |
| <p>Teaching objectives:</p> <p>Content The different parts of the human body and their movements, revision of numbers from 1 to 10, the rules of hopscotch.</p> <p>Communication Vocabulary Revised: Main parts of the body, head, arm(s), hand(s), leg(s), foot/feet; numbers from 1 to 10; right/left. New: back / forward; to go, to throw, to hop, to skip, to pick up, to draw; hopscotch, stone, (piece of) chalk, square(s), grid. Structures "What is it?", "It's a ..." Plural forms (also irregular) "What's the (game) name in Italian?" Adverbs: back / forward</p> <p>Cognition Watching and imitating movements Memorising and following rules Working in teams</p> <p>Culture The history and the importance of hopscotch</p> | |
| <p>Outcomes: At the end of the lesson, pupils will be able to</p> <ul style="list-style-type: none"> • name the main parts of the human body • describe the key components of hopscotch • Play hopscotch correctly | |
| <p>Materials: Pieces of chalk (to be given to students for drawing grids on the floor) Small stones (one for each student)</p> | |
| <p>Assessment: The learners can</p> <ul style="list-style-type: none"> • name the different parts of the human body • follow instructions regarding the different parts of the human body • play and explain the game of hopscotch • cooperate with mates in a team | |
| <p>Possible Follow-Ups:</p> <ul style="list-style-type: none"> • The different sports (Physical Education) • Your Body (MacMillan Factual Reader available at https://www.macmillanyounglearners.com/readers/your-body-0) | |

Circle Time: The human body vocabulary

15 minutes

Sit down on the floor in circle. Touching different parts of your body, ask children: "What is this?", "How many of them?" Wait for the children to reply and then give the correct answer "It's head/ one arm/ two arms/ one hand/ two hands/ a leg/ two legs/ a foot/ two feet".

Do it again, this time providing no answers and waiting for the children to do so.

Pair work

20 minutes

Show the children some moves using the body parts they have revised and some new verbs and adverbs: "go right/left / back/forward, throw the stone with your right/left hand, hop on your right/left foot, pick up the stone with your right/left hand".

Make sure they can associate your command with action. Then have them repeat the exercise in pairs: one student gives commands, the other performs the action.

Hopscotch: introduction and rules

Introduce the game: "Hopscotch is an old game, very common around the world..." (in L1 alternatively).

Ask students: "What's the game name in Italian?" (il gioco della campana).

Draw a grid on the floor (see attachment 1) using chalk, and introduce the new words while doing so: "(a piece of) chalk, draw some square(s), draw a grid."

Invite students to count aloud when you write the numbers in the squares (you may ask them: "What's this number? What comes next?" They will go on saying numbers they already know).

15 minutes

Explain the game miming the actions and ask children to repeat each rule/action.

- 1 Throw the stone inside square 1
- 2 Hop into each square
- 3 Do not touch the square where your stone is (you may need to use L1 for this point)
- 4 One square, one foot. Two squares, two feet
- 5 At square 10: go back!
- 6 Pick up your stone and start again

The game

Children are going to play hopscotch in teams.

After you've grouped the teams, give them a piece of chalk and ask them to use it to draw the grid on the floor.

25 minutes

You may need to repeat your students they should describe actions before they perform them using the sentences you've just introduced (points from 1 to 6, previous paragraph). Lead them by example.

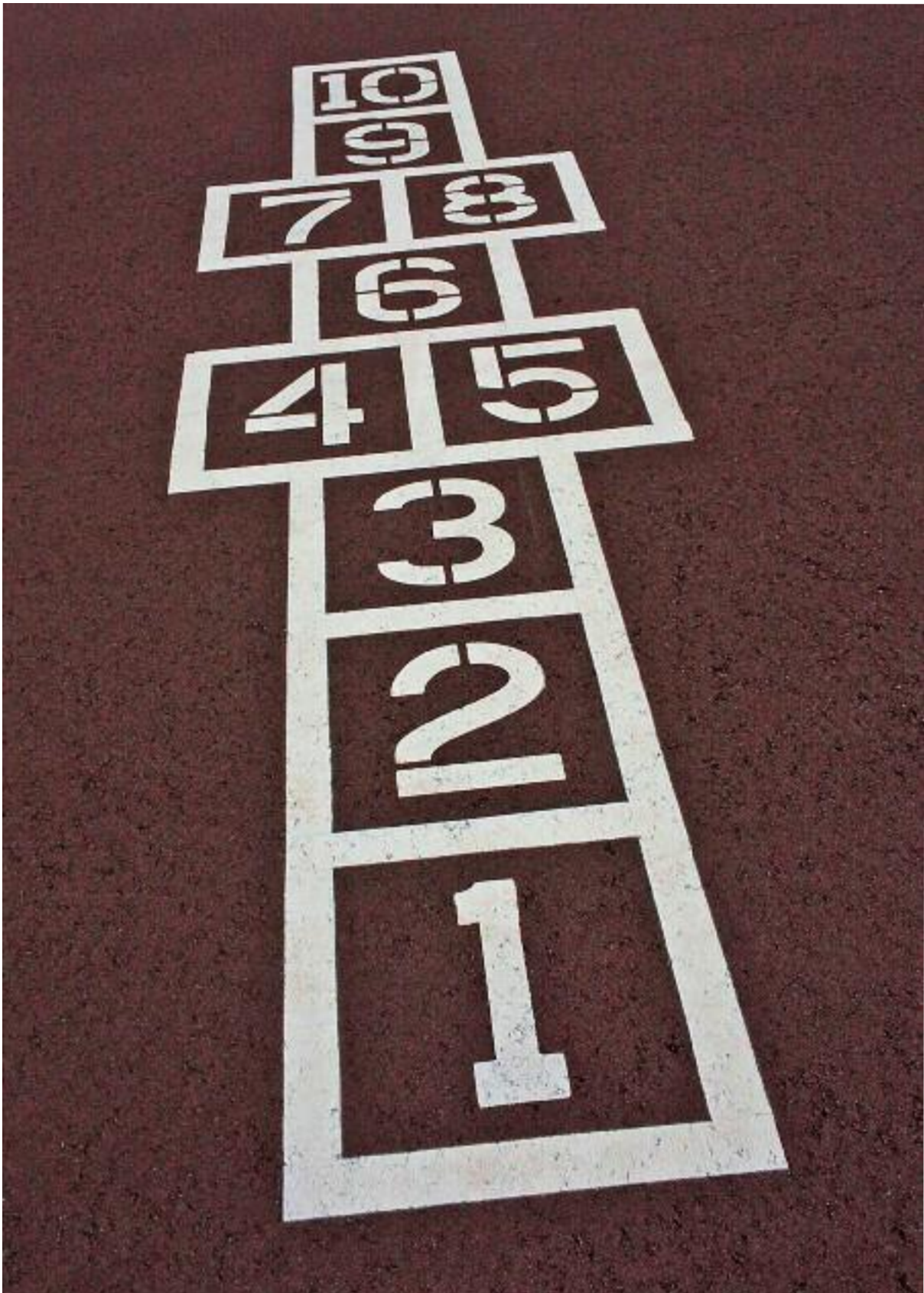
End of lesson

Write the words you presented during the lesson on the board and group nouns, adverbs and action verbs in three columns.

15 minutes

Call one children at the time and ask him/her to mime the action (e.g. if you point to "hop", "chalk" and "forward", he/she should touch the chalk, and hop forward). Repeat until everyone has had a try.

ATTACHMENT



| | |
|--|------------------------------------|
| Subject: Science | Class: 3 rd year |
| Lesson Topic: The seed cycle | |
| Time: 1 ½ hour + 1 hour (2 lessons, a week apart) | |
| Aim: To develop pupils' knowledge of where plants come from and how they grow. | |
| <p>Teaching objectives:</p> <p>Content Plants growth and development (science).</p> <p>Communication Vocabulary Revised: fruits, colours, numbers, water, sunshine. New: core, seeds, pips, stones, cup, sand, cotton, soil, nursery rhyme; verbs: to grow, to sow [you can check pronunciation on audio dictionary], to water, to wait. Structures Simple present (also interrogative form) <i>Let's + verb</i> Present Continuous</p> <p>Cognition Cooperating with mates Observing changes within time Comparing and contrasting Making deductions Ordering information Memorising information</p> <p>Culture Know growing plants' needs and the sequence of plants growing Talk about the process of plants growing</p> | |
| <p>Outcomes:</p> <p>At the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • describe the process and needs of plants growing • cooperate with mates in a team • recite a rhyme on plants growing | |
| <p>Materials for teachers: 2 types of fruits (one type needs to have a stone inside, the other type needs to have a core), knife, plastic cups, soil, sand, stones, cotton, water, bean seeds A1 poster (see worksheet A), tape / removable glue</p> <p>Materials for students: One fruit (each), notebooks / paper, coloured pencils, worksheet B (one for each student)</p> | |
| <p>Assessment:</p> <p>The learners can</p> <ul style="list-style-type: none"> • describe the process and needs of plants growing pussavia • cooperate with mates in a team • recite a rhyme on plants growing | |
| <p>Possible Follow-Up: The Environment (MacMillan Factual Reader available at https://www.macmillanyounglearners.com/readers/environment-0 N.B. B1 level)</p> | |

Lesson 1

Topic introduction: fruits and seeds

Cut the fruits you asked students to bring to class (and those you have brought) in halves. Show students that some fruits (e.g. apples) have a CORE and in the core there are brown PIPS; other fruits (e.g. peaches, apricots) have STONES. Pips and stones are SEEDS. From seeds, plants GROW. Write the keywords in the upper part of the blackboard.

Ask students to draw the fruit they brought and copy from the blackboard the names of the different parts of the fruit (i.e. core, pips, stone).

30 minutes

Brainstorming

Suggest: "Let's do an experiment: let's grow a plant".

Ask the children: "What do plants need to grow?". Listen to students' answers (possible in L1) and write the English words on the blackboard e.g. WATER, SUNSHINE.

Write SAND, COTTON, SOIL, STONE at bottom of the blackboard and circle the word most of the students indicate as the correct answer to the following question:

"Where does a plant grow best?".

25 minutes

Experiment

Display 4 plastic cups on your desk, one filled with sand, one with cotton, one with soil, and one with stones.

Divide the children in 4 groups, give one cup each group. Using "Let's + verb" tell the children to sow some seeds in each cup ("Let's sow some seeds") and to water them ("Let's add some water / Let's water the seeds").

Stick the A1 size poster (worksheet A) on the wall. Students copy the poster table in their notebooks.

After 2 days, a child from each group writes in the correspondent box of the poster: A PLANT IS GROWING / A PLANT ISN'T GROWING (the teacher models the sentence and writes it on the board first)

N.B. Remember to tell the students to water the seeds daily.

35 minutes

Lesson 2 (a week later)

Observation: needs and sequence of plants growing

Students observe the 4 cups. With the help of the children, fill in the last row of the poster table (A PLANT IS GROWING / A PLANT ISN'T GROWING).

Children copy the results in their notebooks.

Repeat the same questions you formulated in Lesson 1: "Where do plants grow best: sand, soil, cotton or stones?". Wait for the children to answer, then write on the blackboard: "Plants grow best in soil".

Ask: "How do plants grow?". Collect ideas on the blackboard (student may need L1), and rephrase them in 4 short sentences you write on the board. Ask children to order them, then put numbers next to each phrase (chronological order).

- 1 WE USE SOIL
- 2 WE SOW THE SEEDS
- 3 WE WATER THE SEEDS
- 4 WE WAIT

20 minutes

End of the lesson

Hand out worksheet B to all students and ask them to draw the seed's cycle.

15 minutes

WORKSHEET A (Poster to be reproduced on A1/A2 paper size)

| After... | A cup with stones | A cup with sand | A cup with cotton | A cup whit soil |
|----------|-------------------|-----------------|-------------------|-----------------|
| A day | | | | |
| Two days | | | | |
| A week | | | | |

WORKSHEET B

LET'S DRAW THE SEED CYCLE!

1. SOW THE SEED

2. WATER THE SEED

3. WAIT...

| | |
|--|-----------------------------------|
| Subject: Science | Class: 2nd year |
| Lesson Topic: Animal habitats | |
| Time: 1 hour | |
| Aim: to learn animals' names and where animals live. | |
| Teaching objectives: Content Identification of animals' habitats (science). Communication Vocabulary water, land, air, ant, mouse, squirrel, bird, bee, butterfly, shark, seahorse Structures <i>"Where does (animal name) live?"</i> , <i>"It lives in /on ..."</i> . Indefinite article: "a/an" Cognition Matching names to pictures Making deductions Identifying points of similarity or difference Culture Environment | |
| Outcomes: At the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> • name some animals and the habitats they live in • connect different habitats and animals | |
| Materials for teachers: Animals flashcards (one copy of attachment), tape. Materials for children: Worksheet: one copy for each student, colored pencils | |
| Assessment: The learners can <ul style="list-style-type: none"> • identify animals' habitats • group animals | |
| Possible Follow-Up: Actions performed by animals (ex.: fly, swim, rum, jump). | |

Students infer vocabulary: animals names

Use flashcards (attachment).

15 minutes

Ask students: "What's the name of this animal?" . After students find the answer the teacher can unfold the flashcard and reveal the word. ["It's an ant"]

The teacher reads the word out a couple of times and asks children to repeat.

[Hint: Give learners enough time and welcome any try saying "Good try, but I'm afraid you're wrong...Try again!" If students answer in Italian, tell them: "Ok, and how do you say formica in English?"].

Ask students: "What's the name of this animal?" ["It's a bird"]. After students find the answer the teacher can unfold the flashcard and reveal the word. The teacher may read the word out a couple of times.

Do the same with the remaining flashcards: a bird, a butterfly, a shark, a squirrel, a seahorse, a bee

Completing worksheet

Give the kids their worksheets and explain how to complete them: "Colour in the squares with the right color. If the animal lives in the water, use blue. If it lives on land use green and if the animal flies use yellow. If you don't know it, don't color the square". "Blue for water, green for land, yellow for air".

15 minutes

Monitor students while they are coloring and in case you spot any mistake ask the student: "Where does the [animal name] live? Help them in finding the answer."

Word association

Draw three columns on the board and write WATER, LAND, AIR into them. (Hint: previously check pronunciation using online audio-dictionary)

25 minutes

Ask students if they know the meaning of the three words and tell them these are animals' habitats. Invite volunteer pupils to come up to the board and place the flashcards you left on your desk in the right column. (You need to give them either a piece of tape or removable glue to stick the pictures to the board.)

Ask the volunteer student: "Where does [animal name] live?" [Answer: on land, in the air, in water].

Do the same for the remaining 7 animals.

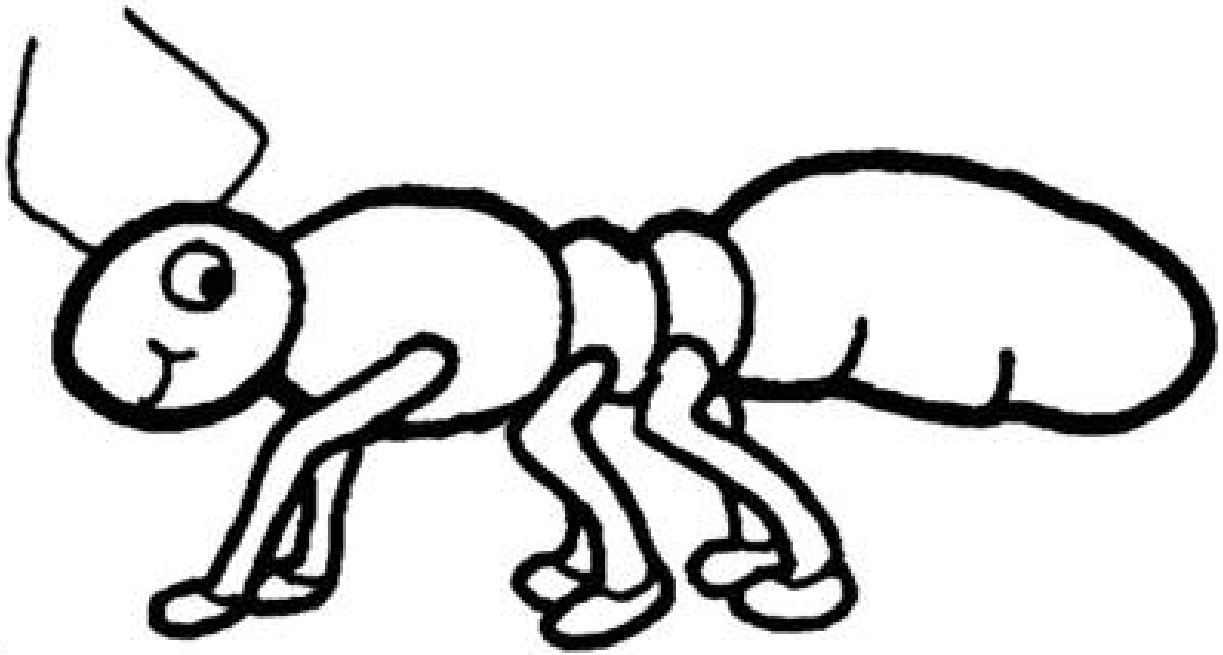
Once all the pictures have been stuck on the board, you may want to double check understanding with the whole class asking: "Do ants live in water?" "No, they don't, they live on land".

End of lesson

Children write animals' names under the pictures of their worksheet. Then they add the animal's habitat building short sentences (e.g. "the ant lives on land"). The teacher models the short sentences on the board.

15 minutes

ATTACHMENT



ANT

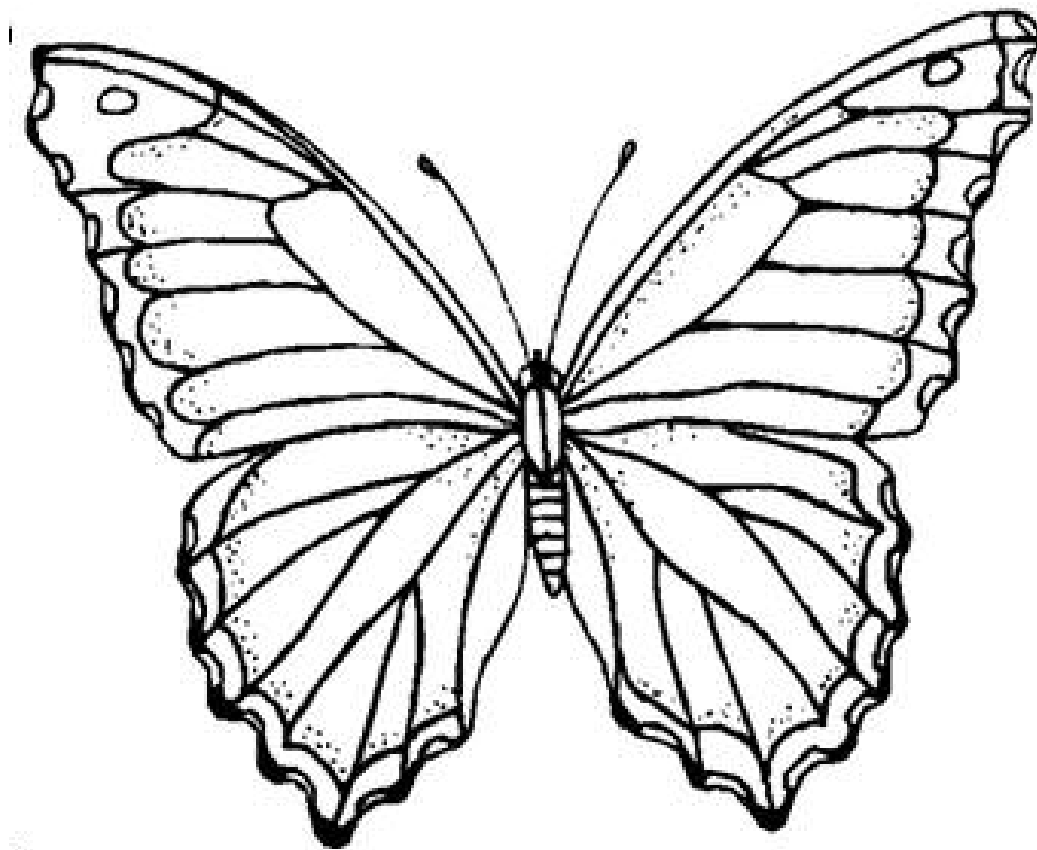


<http://www.fun-coloring.com>

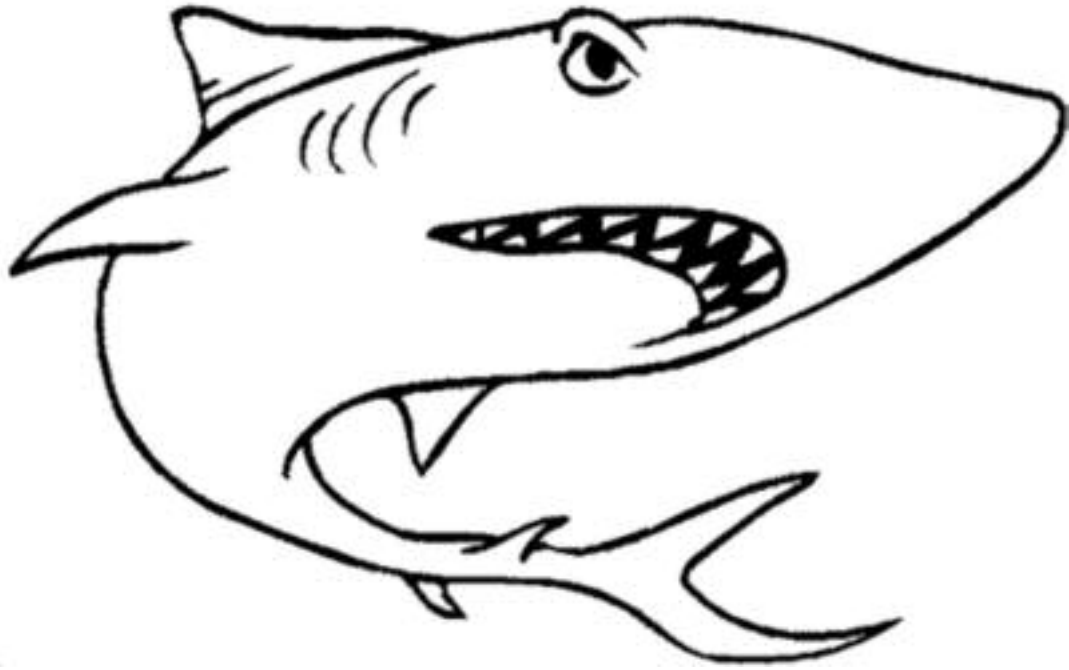
MOUSE



BIRD



BUTTERFLY



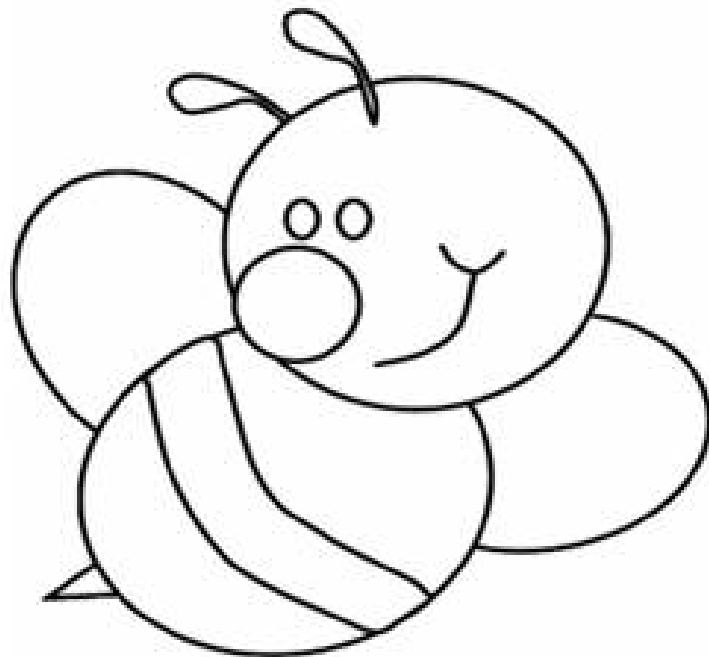
SHARK



SQUIRREL

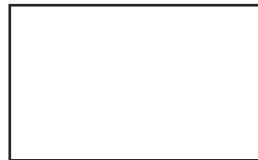
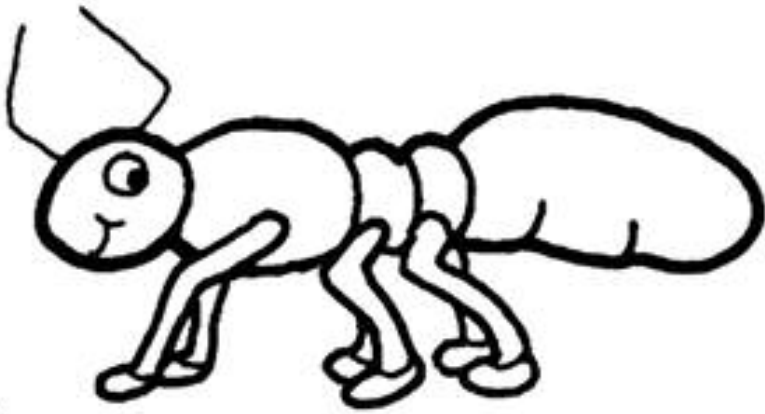


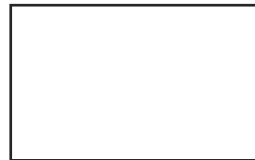
SEA HORSE

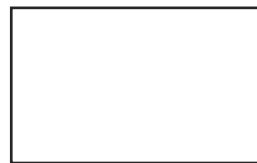
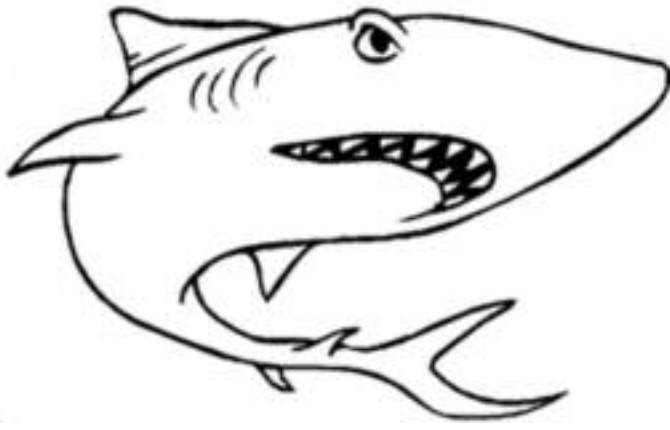


BEE

WORKSHEET







| | |
|--|------------------------------------|
| Subject: Science | Class: 2 nd year |
| Lesson Topic: Bees and honey | |
| Time: 1 hour | |
| Aim: Students will learn the butterfly's life cycle and natural science relevant vocabulary | |
| <p>Teaching objectives:</p> <p>Content</p> <p style="padding-left: 20px;">Honey making process</p> <p>Communication</p> <p style="padding-left: 20px;">Vocabulary</p> <p style="padding-left: 40px;">nouns: bee, nectar, honey</p> <p style="padding-left: 40px;">verbs: drinks, fly, turn into</p> <p style="padding-left: 20px;">Structures</p> <p style="padding-left: 40px;">Questions (with and without auxiliary verb):</p> <p style="padding-left: 60px;"><i>"What do (they) need? What does she do?"</i></p> <p style="padding-left: 60px;"><i>"Who likes/makes honey? What comes first? What happens?"</i></p> <p style="padding-left: 40px;">Prepositions: from/to</p> <p style="padding-left: 40px;">Adverb: then</p> <p>Cognition</p> <p style="padding-left: 20px;">Identifying stages of the honey making process-</p> <p style="padding-left: 20px;">Matching word Label pictures</p> <p style="padding-left: 20px;">Cooperating in pairs.</p> <p>Culture</p> <p style="padding-left: 20px;">Nature's cycles</p> | |
| <p>Outcomes:</p> <p>At the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • order different stages of honey making process. • know the vocabulary related to bees and honey • use question form | |
| <p>Materials for teachers :</p> <p>Flashcards</p> <p>For a safe guide for determining the proper pronunciation of words: MacMillan Factual Readers <i>Busy as a Bee</i> (downloadable for free at: https://www.macmillanyounglearners.com/readers/level-1)</p> <p>Materials for children :</p> <p>Worksheet, scissors</p> | |
| <p>Assessment:</p> <p>The learners can</p> <ul style="list-style-type: none"> • describe actions in the honey making process • put the process in its chronological order • cooperate in pairs | |
| <p>Possible Follow-Up:</p> <ul style="list-style-type: none"> • Processing and storing honey (teachers can use the same MacMillan Reader they used for this lesson) | |

Warm-Up

Ask the children *"Who likes honey?"*
 You may want to mime *"yummy!"* (delicious).

"Who makes honey?". Elicit the name and write BEE on the board.

Stimulate a discussion about bees and how they make honey. Ask children *"What do bees need?"* [Answer: *They need flowers*].

Using the flashcards provided in the attachment , present the relevant vocabulary (BEE, FLOWER/SUNFLOWER, NECTAR, HONEY) and write it on the board.

15 minutes

10 minutes

Completing worksheet

Hand out the worksheet and ask students to complete it.
 They need to order (from 1 to 3) the different stages in the honey making process.
 Before starting the activity, ask them:

"What comes first: honey or a bee flying about? " [So, a flying bee is number 1]

What is number 2? [So a bee drinking nectar is number 2]

N.B: Students will be provided with key to this exercise in the next activity

10 minutes

Chronological order of the honey making process

Referring to the pictures in the worksheet , explain how bees make honey (therefore revealing the right chronology for previous worksheet activity).

"What is that?" "It is a bee."

"What does she do?" "She flies from flower to flower."

"Then, what does she do?" "She drinks nectar."

"Then, what happens to the nectar?" "The nectar turns into honey."

10 minutes

End of lesson

Check that the children can remember the key vocabulary: *bee, flower, nectar, honey, fly, drink, turn into*.

First ask them to cut out the pictures from their worksheet. While they do so, you can write the 4 nouns on the board (BEE, FLOWER, NECTAR, HONEY).

Volunteer some children to the board (one-at-a-time) and ask them to bring the right picture to be matched with the correspondent word on the board.

Encourage them to say the verb together with the noun asking:

"What does she/the bee do?" ["A bee flies, a bee drinks nectar"]

"What happens?" ["The nectar turns into honey"]

15 minutes

ATTACHMENT





WORKSHEET

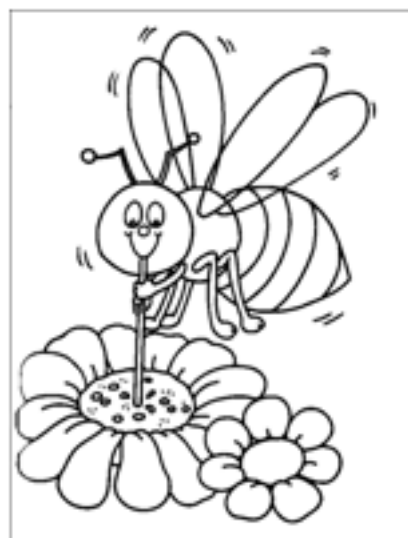
WHAT COMES FIRST?



NUMBER:



NUMBER:



NUMBER:

LESSON PLAN

| | |
|---|------------------------|
| Subject: Physical Education | Class: 5th year |
| Lesson Topic: Sun salutation | |
| Time: 1 hour (Lesson) + 30 minutes (Possible Lesson Extension) | |
| Aim: Improve children's motor skills, coordination and concentration. | |
| Teaching objectives: Content Develop body awareness, flexibility, control and balance using the dance technique. Cross-curricular content: art. Communication Vocabulary Revised: parts of the body; to keep, to bring. New: to arch, to bend (forward), to place, to push, to raise, to straighten. Structures Present continuous and imperative Cognition Match sentences to pictures and movements Reproduce movements by imitation Give a very simple oral presentation of the subject Culture Body awareness Understand the importance of coordinating movements | |
| Outcomes: At the end of the lesson, pupils will be able to: <ul style="list-style-type: none">• associate body parts with verbs to perform sun salutation correctly• perform the whole sequence | |
| Materials for students: A two-page worksheet | |
| Assessment: The learners can <ul style="list-style-type: none">• perform the movements sequence correctly• recognize and reorder sun salutation sequence• cooperate with mates | |

Warm-Up: Vocabulary

Revision of body parts names: the teacher names a part of the body and children touch the corresponding part of their body. Parts to be revised for next activity: head, (left/right) legs, (left/right) arms, thighs, palms, back, foot/feet, hips, trunk.

10 minutes

The teacher shows the sequence of sun salutation and at the same time he/she describes each single stage:

10 minutes

- A) *Stand with your legs together, arms alongside your body and palms facing your thighs.*
- B) *Raise your arms over your head, Arch your back a bit.*
- C) *Bend your trunk forward and place your palms on the floor*
- D) *Bend your legs and bring your left leg back.*
- E) *Bring your right leg back next to your left leg.*
- F) *Raise your hips and bring your trunk and head down.*
- G) *Bend your arms and then straighten them.*
- H) *Raise your hips and bring your trunk and head down.*
- I) *Bring your left leg forward and place your foot between your hands.*
- L) *Bring your right leg forward and bring your feet together.*
- M) *Slowly raise your trunk until you are straight.*

The teacher repeats the exercise but this time he/she asks children to follow his/her instructions (from A to M).

The children repeat the sequence twice following teacher’s instructions.

Completing worksheet

15 minutes

The teacher hands out the two page worksheet and asks children to match descriptions (from A to M) with pictures (from 1 to 11).

End of lesson

The teacher goes through the pictures orally (using sentences from A to M) and encourage the children to show the correspondent movement.

10 minutes

Possible lesson extension:

Peer-to-peer activity

30 minutes

Check that the children can remember the key vocabulary (previous lesson). First encourage them to name body parts and relevant verbs, matching the two things and trying to recreate full sentences.

You may need to repeat the sentences (from A to M)

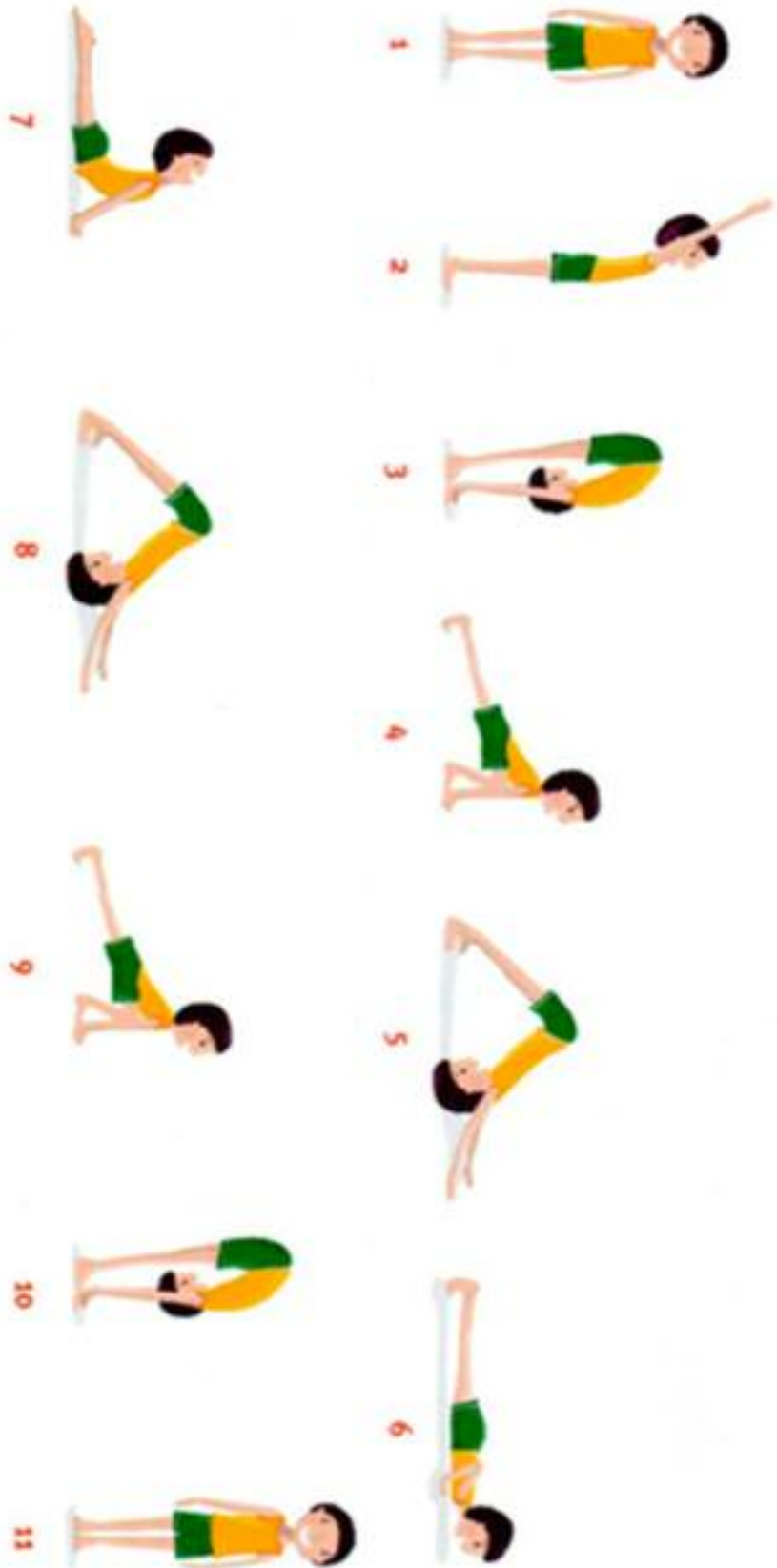
Start with the class and then let the children continue in pairs: one child will say the sentence/words he/she can remember and the other one will perform the action.

Variation: one of the children mimes the movements and the other describes them in L2.

High achievers will manage to repeat full sentences.

Go around monitoring but don’t correct them too much – let them correct each other.

WORKSHEET



- A) *Bend your legs and bring your left leg back.*
- B) *Stand with your legs together, arms alongside your body and palms facing your thighs.*
- C) *Bend your trunk forward and place your palms on the floor.*
- D) *Raise your hips and bring your trunk and head down.*
- E) *Raise your arms over your head, Arch your back a bit.*
- F) *Raise your hips and bring your trunk and head down.*
- G) *Bring your left leg forward and place your foot between your hands.*
- H) *Slowly raise your trunk until you are straight.*
- I) *Bring your right leg back next to your left leg.*
- L) *Bring your right leg forward and bring your feet together.*
- M) *Bend your arms and then straighten them.*

| | |
|--|--|
| <p>Subject: Geography</p> | <p>Class: 5th year</p> |
| <p>Lesson Topic: Ireland</p> | |
| <p>Time: 1 hour</p> | |
| <p>Aim: Introducing a foreign country: Ireland.</p> | |
| <p>Teaching objectives:</p> <p>Content This lesson helps children to learn essential facts about Ireland</p> <p>Communication Vocabulary Revised: adjectives to describe the weather; colours; cardinal points; gold; scarf; plant; New: currency, to dig, to tie, patron saint, hurling, stew, shamrock, leprechaun, shovel, stew (hint: check the pronunciation of the last six words with a free online audio-dictionary) Structures Simple present (also negative and interrogative form); question words: what/where/ when/ how; simple past (also negative and interrogative form); comparatives: more than.</p> <p>Cognition Collecting and reporting information Listening and filling in blanks with missing information Sharing information in pairs Forming full sentences</p> <p>Culture Essential facts about Ireland, its culture and its tradition An example of an Irish tale</p> | |
| <p>Outcomes: At the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • know essential facts about Ireland, its culture and traditions • share this information with a peer • form full sentences with the information they have learnt | |
| <p>Materials for teachers: Printed copy of Attachment 1 (use colour-printed copies, if possible); Copies of worksheets 1, 2 and 3 for each student; scissors; glue / tape / blue tack.</p> <p>Materials for students: Stationery.</p> | |
| <p>Assessment: The learners can</p> <ul style="list-style-type: none"> • <i>collect information</i> • <i>report information</i> • <i>do simple listening comprehension tasks</i> • <i>cooperate with mates in pairs</i> • <i>use received information to form sentences</i> | |
| <p>Possible Follow-Up: Same type of lesson and activities to present Scotland, England, Wales.</p> | |

Before the lesson: print, cut and stick (around the class) the images you find in Attachment 1 (Hint: scale up these images)

20 minutes

Introduction: essential facts about Ireland

Give each student a copy of Worksheet 1 and let students wander around the class to collect information about Ireland. Ask students to fill in their tables with collected information. After 10 / 15 minutes invite everyone to sit back down and ask questions about the information they collected:

- "Where is Ireland, is it in the North or in the South of Europe? Is it in the West or in the East of Europe?" [Ireland is in the North-West of Europe]
- "What's its capital?" [Its capital is Dublin]
- "What colour is the Irish flag?" [The Irish flag is green, white and orange]
- "When is the national day?" [The national day is on the 17th of March]"
- "What's the weather like in Ireland? [The weather in Ireland is cold and rainy]"
- "What's Irish currency (money)?" [The Irish currency is Euro]

Listening comprehension

15 minutes

Give each student a copy of worksheet 2. Children will need to fill in the gaps. Slowly read out the text (see below). Children write down the missing words (written in capital letters in your text). Make sure the meaning of all the words is clear to everyone in the class (You will possibly use L1). If necessary, read the text twice.

The Leprechaun's gold

*It was a SUNNY day when young Seamus (pronuncia /'seɪməs/) O'Donnell, walking along the road, heard a noise. He turned around, and he saw a little man all dressed in GREEN. "Well, well, WELL!" said Seamus. "It is the first time I meet a leprechaun. This is my lucky day, because everyone knows that leprechauns have gold. I have to find it!" Seamus SAID to the LEPRECHAUN: "Hello, how are you?" Impatient, after some minutes, Seamus grabbed the leprechaun and shouted: "Where is your GOLD?" "All right! All RIGHT!" said the LITTLE man. "It is near here. Come with me." They started walking together and, walking and WALKING, they arrived to a YELLOW field. The leprechaun pointed to a large plant." The GOLF is under here," he said. "Dig, and find it." Seamus didn't have anything with him to use for digging, so he took off his red scarf and tied it to the plant so that, coming back, he could recognise the plant. "Promise me," he said to the leprechaun, "that you will leave that SCARF there." The little man promised. Seamus ran home fast to bring a shovel and in five minutes he was back at the field. But... what a surprise! All the PLANTS in the yellow field had a red scarf tied around them. Sadly, young Seamus walked back home.
He didn't have his GOLD. He didn't have the LEPRECHAUN.
And now, he didn't even have his SCARF.*

(Adapted from:

<http://www.loving2learn.com/SuperSubjects/ReadingandLanguage/FavoriteStories2/Irish-Tales/TheLeprechaunsGold.aspx>)

Question Loop: Pair work activity

15 minutes

Give a copy of worksheet 3(A) to half of the students and a copy of worksheet 3 (B) to the other half.

Students ask each other questions and write down the answers they receive from their partners. Encourage students to ask/reply in full sentences (you can model them), e.g.: "What's the second biggest city in Ireland?" "Cork is the second biggest city in Ireland".

While students talk to each other, copy the table in attachment 2 on board for your final activity. You may prefer to hand out attachment 2 as a final worksheet for students.

End of lesson: Matching activity

10 minutes

Call a student to the board and ask him/her to draw a line and match the two halves of the sentences.

Call different students until all lines have been drawn.

ATTACHMENT 1





ST. PATRICK'S DAY



THE SHAMROCK

WORKSHEET 1

| IRELAND | |
|--|--|
| POSITION (NORTH, SOUTH, EAST, WEST) | |
| CAPITAL | |
| FLAG (COLOURS) | |
| SYMBOL | |
| CURRENCY | |
| WEATHER | |

WORKSHEET 2



The Leprechaun's gold

It was a _____ day when young Seamus O'Donnell, walking along the road, heard a noise. He turned around (*si girò*), and he saw a little man all dressed in _____.

"Well, well, _____!" said Seamus. "It is the first time I meet a leprechaun. This is my lucky day, because everyone knows that leprechauns have gold. I have to find it!"

Seamus _____ to the _____: "Hello, how are you?"

Impatiently, after some minutes, Seamus grabbed (*afferrò*) the leprechaun and shouted: "Where is your _____?"

"All right! All _____!" said the _____ man. "It is near here. Come with me.

"They started walking together and, walking and _____, they arrived to a _____ field.

The leprechaun pointed to a large plant." The _____ is under here," he said.

"Dig (*scava*), and find it."

Seamus didn't have anything to use for digging, so he took off his red scarf and tied it (*la legò*) to the plant so that, coming back, he could recognise the plant. "Promise me," he said to the leprechaun, "that you will leave that _____ there." The little man promised.

Seamus ran home fast to bring a shovel (*una vanga*) and in five minutes he was back at the field. But... what a surprise! All the _____ in the yellow field had a red scarf tied around them.

Sadly, young Seamus walked back home.

He didn't have his _____. He didn't have the _____.

And now, he didn't even have his _____.

WORKSHEET 3A

A

| | |
|---|--|
| 1) How big is Ireland? | |
| | 2) More than 6 millions |
| 3) What are Irish most popular sports? | |
| | 4) In 1916 |
| 5) Who is St Patrick? | |
| | 6) People wear green clothes |
| 7) What is the second biggest city? | |
| | 8) The traditional Irish stew (stufato) |

B

| | |
|---|--|
| | 1) More than 84 thousands km² |
| 2) How many people do live in Ireland | |
| | 3) Gaelic football and hurling (Irish hockey) |
| 4) When did Ireland become independent? | |
| | 5) Patron saint of Ireland. |
| 6) What do people do at Saint Patrick's Day? | |
| | 7) Cork |
| 8) An example of national food? | |

*ATTACHMENT 2**(To be copied on the board or hand out to students)*

| | |
|------------------------------|---|
| Ireland is | is St Patrick's day |
| Irish people pay by | an island in the North of Europe |
| With a shovel you can | the symbol of Ireland |
| 17th of March | a little elf |
| A green shamrock is | Euros |
| A leprechaun is | dig |

LESSON PLAN

| | |
|--|--|
| Subject: Geography | Class: 3 rd and 4 th year |
| Lesson Topic: Volcanoes | |
| Time: 1 hour (Lesson) + 1 hour (Possible Lesson Extension) | |
| Aim: Students will learn about volcanoes and volcanic eruption | |
| Teaching objectives: | |
| <p>Content Different parts of a volcano Eruption process Principal volcanoes in Italy (possible lesson extension) Cross-curricular content: geography (possible lesson extension).</p> <p>Communication Vocabulary Revised: : hot, (burning) rocks, mountain, colors New: : magma, cone, volcano, crater, lava, gas, eruption, ash, earth, smoke, active. Phrasal verbs: look like, shoot out Structures Present simple (also interrogative forms with question words) Comparative forms</p> <p>Cognition Making description of a process Matching word labels to pictures Identifying locations in a map (possible lesson extension)</p> <p>Culture Be aware of a (common) natural event Be aware of the hazards produced by volcanoes (possible lesson extension)</p> | |
| Outcomes: At the end of the lesson, pupils will be able to: | |
| <ul style="list-style-type: none"> • understand and describe the eruption process (natural science) • know the name and the position of volcanoes in Italy (possible lesson extension) | |
| Materials for teachers: | |
| MacMillan Factual Reader Volcanoes, downloadable for free audio (https://www.macmillanyounglearners.com/readers/volcanoes-0) Worksheet's copies for students Check out you have a map of Italy in your class together with some stickies to locate volcanoes (possible lesson extension). Tape and/or removable glue. | |
| Materials for students: | |
| Colored pencils | |
| Assessment: | |
| The learners can <ul style="list-style-type: none"> • identify different parts of volcanoes • use relevant vocabulary (e.g. magma, lava) • locate the most important volcanoes in Italy (possible lesson extension) | |
| Possible Follow-Up: | |
| History of Pompeii. You may want to visit www.history.com/topics/ancient-history/pompeii | |

Warm-Up

Elicit names: draw a volcano on the board (an example is provided in the worksheet). Students have already studied volcanoes in L1. Ask students what words they know related to volcanoes. Possible answers from students: *magma, cone, crater, peak, lava, gas, eruption, ash, smoke, [center of the] earth, burning rocks.*

20 minutes

Ask: "What is a volcano?" [It's a mountain].

"How does it look like?" [It looks like any other mountain].

"What happens sometimes?" [It shoots out ash, gas, and burning rock].

"How is that event called?" [Eruption].

"What's the name of the top of the volcano?" [Peak].

"Where does the hot rock come from?" [It comes from the center of the earth].

"How do you say lava and magma [Italian pronunciation] in English?" [English pronunciation]

Write the names under the drawing on the board.

Listening Activity

Tell the children you are now going to listen to an audio about volcanoes and...a Roman god! Play the MacMillan Volcanoes Audio that you find at <https://www.macmillanyounglearners.com/readers/volcanoes-0> downloadable for free (stop the audio at 1:26).

20 minutes

Write on the board new words you hear while you play the audio: FIREWORKS, NOISE, ROMAN GOD.

Stop the audio at 1:26. Tell the children you are going to play the audio again to find out a couple of things.

Ask: "Where does the name Vulcan come from? Who was Vulcan?" [Vulcan was the Roman god of fire]. "What are the biggest eruptions like?" [Fireworks]. Play the audio again.

Fast finishers: children color the pictures.

Completing worksheet

Distribute a copy of the worksheet to students and ask them to complete it placing names next to the appropriate parts of the volcano. (The teacher may need to refer to the attachment).

5 minutes

End of lesson: checking comprehension

15 minutes

Using the picture on the board. Start by pointing to the whole picture and ask questions to children. Try to elicit answers (provided here below):

"What is a volcano?" [It's a mountain].

"How does it look like?" [It looks like any other mountain].

"What does it shoot out when an eruption happens?" [It shoots out ash, gas and burning rock]

"Where does the hot rock come from?" [It comes from the center of the earth].

"What's the name of this (you point at lava)?" [Lava]

"What's the name of this (you point at magma)?" [Magma]

"What's the name of the top of the volcano?" [Peak].

Possible Lesson Extension

Warm-up

Check that the children can remember the key vocabulary (previous lesson). Encourage them to talk about volcanoes and eruptions. Start with the class and then let the children continue in pairs or small groups. Don't correct them too much – let them talk. If they repeat the activity with two or three different partners, their production will improve.

15 minutes

Learning through game

While children talk, draw the volcano picture (try to make the same picture you created the previous lesson copying from worksheet).

15 minutes

Use (quite big) sheets of paper to write relevant vocabulary (be sure children can read the words): MAGMA, LAVA, PEAK, GAS, SMOKE, BURNING ROCK, CONE, ASH, (CENTER OF THE) EARTH.

You will also need either tape or removable glue.

Tell the children you are now going to play a quick and simple game.

Your show them the word, read it out and children run to post it in the board.

Italian Volcanoes

30 minutes

You need to have 4 stickies with Italian volcanoes' name ready: Etna, Stromboli, Vesuvius, Vulcano.

Ask children if they know any volcanoes in Italy. Ask if they know if they are ACTIVE (write the word on the board). Say: "Active volcanoes erupt!"

Explain: "There are some active volcanoes in Italy. An active volcano is a volcano that has had at least one eruption during the last ten thousand years".

Write the number on the board.

Using the map of Italy you have in your classroom, ask children to help you positioning stickies with volcanoes' names on the map.

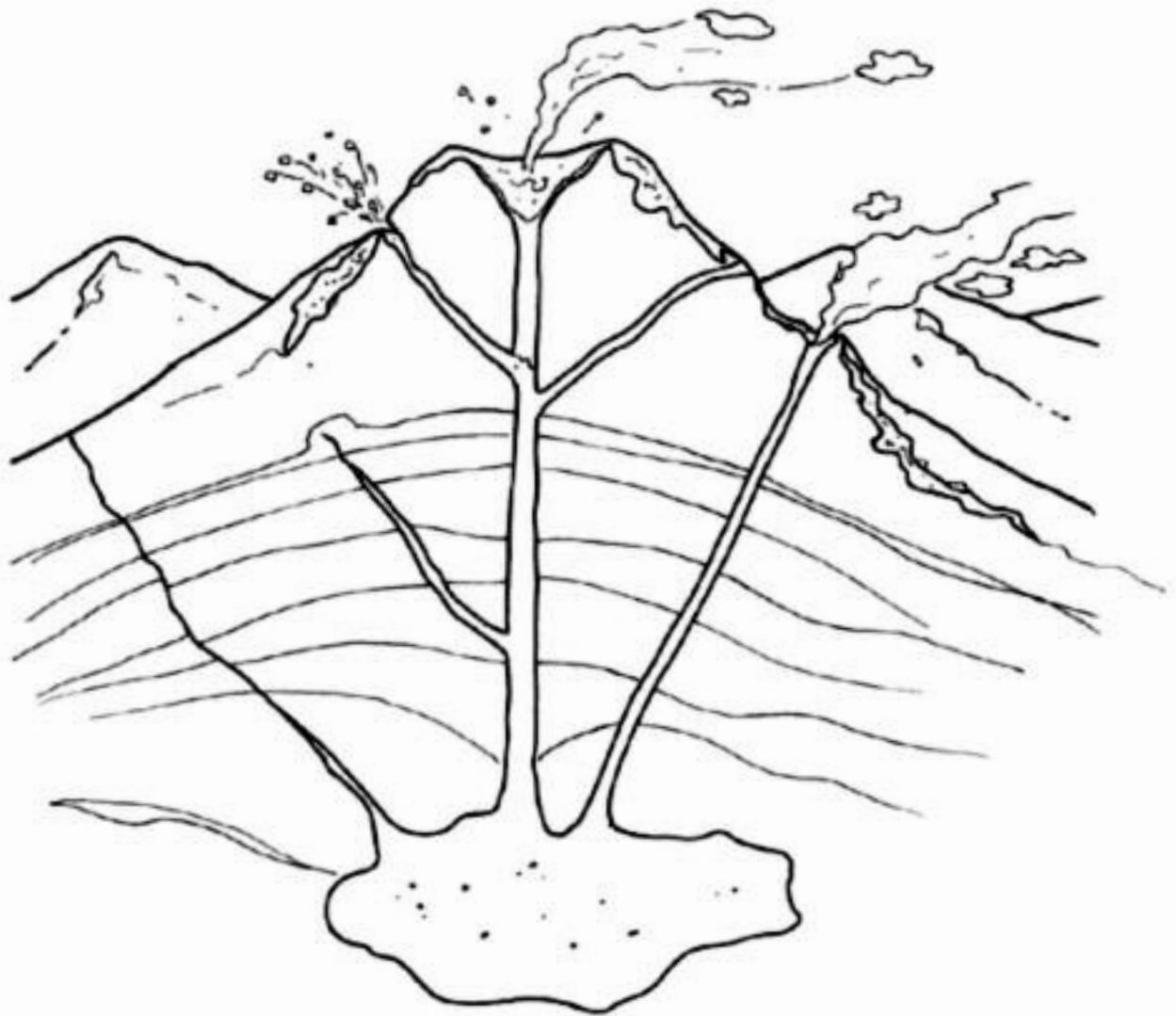
Start describing the location of the most important Italian volcanoes e.g. Mont Vesuvius is a volcano in the South of Italy, near Naples.

Continue with Etna, Stromboli, Vulcano.

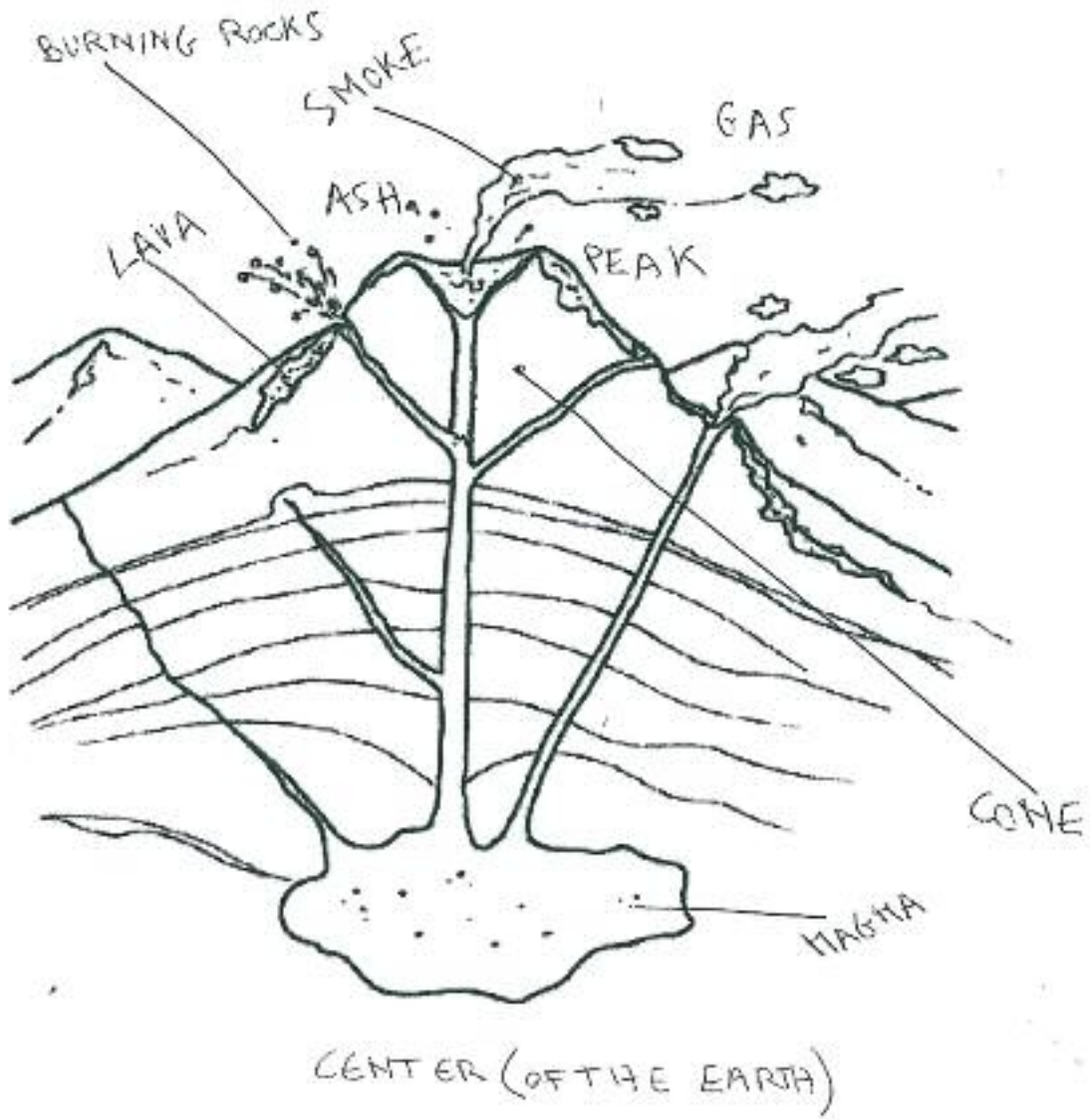
At the end ask : "Are volcanos in the South or the North of Italy?" [South]

"What do active volcanoes do?" [They erupt]

WORKSHEET



ATTACHMENT



APPENDIX I: RESOURCES FOR TEACHERS

FOREWORD

Using, adapting, and recycling native-speaker materials is deemed to be essential to pursue the principles underlying CLIL methodology. The author's experience both as a CLIL lesson plan creator and as lesson plan reviser confirmed that translating (in L2) materials which were originally in L1, not only increases the risk of language inaccuracy, but largely endangers the intercultural perspective, therefore betraying the idea of CLIL as a means of intercultural teaching.

WEBSITES

<http://www.macmillanyounglearners.com/readers/>

MacMillan Factual Readers, with downloadable audio, teacher's notes and exercises.

www.onestopenglish.com/clil

Cross-curriculum methodology, lesson plans, worksheets (subscription needed)

www.oup.com/elt/teacher/readanddiscover

Oxford Readers with audio CD and online teacher's notes.

<http://primaryhomeworkhelp.co.uk/>

Topics similar to those in the Italian syllabus.

<https://www.youtube.com/user/scishow>

A series of science-related videos on YouTube.

www.eschooltoday.com/

From environmental lessons, health, class revision and global matters, selected topics explained in a fun illustrative way

<http://www.childrensuniversity.manchester.ac.uk/>

Resources include many different online interactive learning materials for use on whiteboards or PCs, tablets and other mobile devices.

<http://resources.woodlands-junior.kent.sch.uk/>

Although it's copyright, it is freely available for classroom use an teaching purposes.

www.activityvillage.co.uk

Printable: posters, games, craft, coloring, flash cards, templates, awards.

www.education.nationalgeographic.com

Geography, social studies and science with plenty of videos.

www.sciencekids.co.nz

Fun science games, science experiments, fun science facts.

<http://geography.org.uk/resources/fieldwork/>

The subject association for teaches of geography. Activity ideas and teaching resources for primary and secondary teachers.

<http://www.bbc.co.uk/education/schools>

Primary schools materials separated from secondary school materials.

www.teachitprimary.co.uk

Free with subscription (with lesson plans).

www.readytoteach.it

With a section dedicated to CLIL.

<http://www.bbc.co.uk/schools/teachers/teacherspacks/>

Teacher's packs including lesson plans & printable resources for all ages.

<http://www.mrdowling.com/>

Assignments, lesson plans, and audio files for history, science and geography

www.isabelperez.com/clil

Methodology, materials, selected links.

APPENDIX II: SCAFFOLDING

FOREWORD

According to a possible framework to describe the target professional competences that the CLIL teacher is expected to acquire or further develop during the training programme (Marsh D., Mehisto P., Wolff D., Jesús Frigols Martín M., 2011, *European Framework for CLIL Teacher Education: A framework for the professional development of CLIL teachers*, 16), teachers should be able -among other competences- to “deploy strategies to support language learning in content classes [...] and to scaffold language learning during content classes”.

Scaffolding is a technique in which the teacher provides temporary support for learners to assist them in moving towards new skills, concepts or levels of understanding. CLIL learners need the language to be carefully scaffolded so that they can express what they know through English and continue to develop their academic language and skills. The term was originally used by Jerome Bruner¹ to refer to teacher talk that supports learners in carrying out activities and helps them to solve problems.

Examples of scaffolding include²:

- making learners interested in a task
- simplifying the task by breaking it down into smaller steps
- keeping learners focused on completing the task by reminding them of the goal
- pointing out what is important to do
- showing learners other ways of doing the task
- demonstrating an idealized version of the task.

Scaffolding also includes support strategies for writing and speaking and it is applicable to language learning as well as the formation of ideas and task completion.

In light of the practical approach fostered in this volume, some examples of scaffolding techniques are herewith presented in the hope to be of some help for those teachers who have decided to meet the CLIL challenge. Considering what makes learning difficult doesn't imply that the objective is to make the content easy or the language unnatural. Material can be so watered down that its basic integrity is compromised. In the same vein, there's no justification for making material harder than it needs to be, but the right balance between difficult and easy may be difficult to find. Admittedly, a simplified L2 input needs an underpinning rationale which seems to be less problematic at elementary school level, when recourse to cognitively less demanding task is expected.

¹ Wood D., Bruner J., Ross G., "The role of tutoring in problem solving", in *Journal of child psychology and psychiatry*, vol. 17, 89-100, Pergamon Press, 1976.

² Adapted from Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press and Wood, D. (1988) in Capel S. M. Leask and T. Turner (1999) *Learning to Teach in the Secondary School*. London: Routledge

CATEGORIZATION TASKS

Bring a selection of flashcards to class. Draw two large circles on the board. Label them with two different categories. For example, *fruit / dairy, plastic / paper, animals / plants*. You can use more challenging categories for older students, like *living / non-living*. Ask individual students to place a flashcard into the correct circle on the board. If the students are older and able to read and write, you can ask them to write the name of the thing in the correct circle. As a group, the students can then check and decide if the flashcards are in the correct circles or not.

PROCESS DIAGRAM

In a process diagram, also referred to as a cause-effect diagram, information is organized to show either a cause-effect network which leads to a specific outcome or a sequence of steps leading to a specific product.

TIMELINES

In a timeline, also referred to as time sequence diagram, events are displayed in chronological order.

SUBSTITUTION TABLE

A substitution table is a diagram showing how phrases and terms can be put together in a formulaic way.

Example: Describing location (Geography)

X is | situated | in the north / north east.

X is | located ...

X is | on the coast.

SENTENCE BUILDER

Using a sentence builder involves writing (or gluing) a letter, word or phrase for learners to complete in order to create sentences. This encourages learners to think of alternatives

CLOSED QUESTIONS

Closed questions are those which require fixed responses, such as yes or no, true or false, or information about when, where, which, who, how many or how often. These questions usually encourage correct answers.

DISPLAY QUESTIONS

Display questions are designed for learners to display their learning. They can also provide a framework for logical thinking.

Es.: What is this called?

Es.: Where does it live?

CLOZE EXERCISES

Cloze exercises are texts or parts of texts with some words deleted at regular intervals (for elementary school students word initial letters are usually provided).

MULTIPLE CHOICE QUESTIONS

Questions in which respondents are asked to select the best possible answer out of the choices from a list.

MATCHING EXERCISES

The provide chunks of L2 language (ex. questions loop). For elementary school students they usually consists in matching single words with the correspondent image.

Rank

Ranking activities ask learners to put things in a position of hierarchy according to order of importance, success, size, etc.

WORD BANK

A word bank is a list of key words required for learning concepts. It can be used to pre-teach and to support input.

GRAPHIC ORGANIZERS

Also referred to as visual organizers or visual tools are aids which help learners to understand and remember new information by making thinking visible. They involve writing down or drawing ideas and making connections. They combine language with symbols and arrows and map knowledge.

TREE DIAGRAM



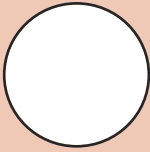

A tree diagram is often used for classifying words, e.g. types of rock (igneous, metamorphic, sedimentary), or for showing organization relationships, e.g. a family tree.

CONCEPT MAPS

Concept maps, also referred to as mind maps, are diagrams which help learners organize information. These can include the use of grids of similarities and differences to compare and contrast, or lines and arrows to indicate cause-effect relationships, where lines are labelled to express the relationship between concepts.

CAROLL DIAGRAM

A Carroll diagram is a means of classifying information according to four criteria.

| | Shapes with curved lines | Shapes with straight lines |
|------------------------|---|---|
| Colored shapes |  |  |
| Black and white shapes |  |  |

APPENDIX III: CLIL ESSENTIAL GLOSSARY

3As

The 3As tool operates in 3 stages. Stage 1: analyze content for the language of learning ; stage 2: add to content language for learning; stage 3: apply to content language through learning. It can be used for detailed lesson planning.

4Cs

In Do Coyle's approach to CLIL, the 4Cs of content, communication, cognition and culture are seen as a useful guide to defining teaching aims and learning outcomes. Culture is also linked to citizenship and to community (Mehisto, Marsh and Frigols)

BICS

Basic Interpersonal Communication Skills (BICS) are language development for social intercourse.

In Jim Cummins' research with immigrant pupils in Canada, most learners were found to achieve

BICS after two or three years of education in the majority language. Language events are context-embedded (those which are used in everyday conversation with visual contextual support). Tasks associated with BICS are usually comprehensible and less demanding. Cognitive processes are linked to BICS, for example, identifying specific information, naming, matching and sorting objects into sets.

CALP

Cognitive Academic Language Proficiency (CALP) is language development for academic learning. Jim Cummins observed that it takes seven to eight years for L2 learners to attain a level of English suitable for academic school study. Language events are context reduced (little support) and cognitively demanding. Meaning is accessed primarily through the language, e.g. listening to lectures on abstract topics or writing essays, and learners require control over the use of grammar and vocabulary. Language is more abstract and less personal. Cognitive processes linked to CALP include identifying criteria, justifying opinions, forming hypotheses and interpreting evidence.

CBI

Content-based instruction (CBI) is a term used in the US to describe learning in which the language becomes the medium through which something else is learned. It usually refers to non-native speakers, often from minority language groups, learning a second language to enable them to integrate in mainstream classes.

CODE SWITCHING

Code switching involves moving between the learners' native language and the additional language while teaching and learning. It can also take place outside a formal classroom setting.

EXPOSURE

In CLIL, exposure refers to the amount (%) of the additional language learners are exposed to in a lesson, curriculum or school year. (Low: 5-15%; Medium: 15-50%, High: 50%+)

GENERAL ACADEMIC LANGUAGE

General academic language is language which is not very common in social intercourse, common in school and academic settings, but not specific to subjects. It is often used across subjects. Examples are the use of the passive form.

HARD CLIL

In a hard CLIL approach, teaching and learning is focused mainly on the subject and is therefore content-driven. Subject content is the main objective. A hard CLIL approach could mean a school that uses partial or even total immersion, i.e. where English is used for some or all administrative purposes and as the medium of instruction.

HOME (OR PRIMARY) LANGUAGE

In CLIL, a learner's home language is the main language used in their home. It is sometimes also referred to as their primary language.

ICT

ICT refers to the use of information and communication technologies for learning and teaching, including computers and associated educational and communication software, digital projectors, interactive whiteboards, digital cameras and recorders. The use of these technologies enables learners to improve information-processing skills, explore ideas, solve problems, access and investigate the internet, collaborate with learners who are in other places and participate in video conferencing. ICT is also taught as a school subject in many countries, and we often talk about ICT skills.

IMMERSION

The term immersion or immersion programme originates from and is often associated with Canada. In an immersion programme, most or all of subject content is taught through a second language. Common to all models of immersion are three key factors: intensity, time and exposure. Immersion programmes are described as early (pre-school or start of education, at 5-6 years old), delayed (8-14 years old) or late (14+ and adults). Adapted from Johnstone, R. M. (2008)

KEYWORDS

Keywords are specialist vocabulary used for denoting concepts in specific curriculum subjects. They are also referred to as content-obligatory language.

L1

L1 refers to the country's official language, even though there may be more than one official language or some learners may have a different mother tongue. L1 may be used by learners or teachers within L2-medium lessons, to overcome short-term problems in L2-medium teaching and learning. In some CLIL contexts, use of L1 helps learners focus on similarities and differences between the additional language and mother tongue. L1 is often used by learners during 'off-task' work, such as expressing problems, worries and resolving conflict. Learners might use L1 at the start of lessons when teachers activate prior knowledge. Teachers then translate responses. Occasionally, L1 is used to explain a concept when learners find it difficult to understand in the additional language. L1 can also be used in group and pair work where learners need in-depth discussion of a concept and do not have the L2 skills to do this.

L2

L2 refers to any additional language that is used as a medium of instruction, even though more than one additional language may be used.

LAC

Languages Across the Curriculum (LAC) refers to the study and use of languages throughout the curriculum. Its purpose is to prepare learners for the cross-cultural and multilingual demands of a global society. LAC is appropriate at all levels of education.

LANGUAGE SHOWERS

Language showers are regular, short, continuous exposure to CLIL delivered in the additional language for 15 or 30 minutes several times a week. They are associated with primary schools and usually taught in one subject area.

LOWER order thinking skills (LOTS)

Bloom suggested a categorization of thinking skills. Lower order thinking skills (LOTS) include remembering information and being able to understand and explain new ideas or concepts. In lower order thinking, information does not need to be applied to real-world examples, merely recalled and understood. LOTS are easy to learn and teach using questions with closed answers. They are also important because learners need them in order to develop higher order thinking skills (HOTS). However, if learners only obtain LOTS, they will not be prepared for situations they will face in the real world.

ORACY

Oracy refers to competence in listening and speaking skills throughout the curriculum.

PARTIAL IMMERSION

Partial immersion is where around 50-60% of curriculum subjects are taught in the additional language. Examples include The Netherlands and some regions of Spain.

PERFORMANCE ASSESSMENT

Performance assessment is the systematic observation of classroom performance. It involves assessing learners using language for real purposes and checking performance against criteria (e.g. Did they achieve the purpose of the task? Did they choose appropriate vocabulary?).

PERFORMANCE CRITERIA

Performance criteria are the observable characteristics of performance a learner must achieve (e.g. uses appropriate vocabulary).

PLENARY

Plenary refers to the stage in a lesson when the whole class is taught.

PORTFOLIO ASSESMENT

Portfolio assessment involves a presentation of samples of learners' work collected over a period of time. This might include written work, illustrations, project materials, etc. It is a record of achievement over time with samples of work chosen to reflect learning outcomes and course content. Finished work often receives a final grade.

RECYCLING

In CLIL, recycling or revisiting language is practicing language that learners have seen previously. The recycled language can be reintroduced in a different context, or through a different skill. This helps the learner extend their range of use of the new item

RESPONSE PARTNERS

Using response partners is a means of peer feedback. Learners comment on their partner's work according to criteria that are decided on before the work is done.

SOFT CLIL

In a soft CLIL approach, teaching and learning is focused mainly on language and so is language-driven. Language learning is the main objective. A soft CLIL approach could mean an English language class using more subject-based content than is typical of such programmes.

SUBJECT-SPECIFIC LANGUAGE

Subject-specific language is language which is largely specific to a subject. It often contains lexical items which are infrequent in everyday language and only used within the subject. These terms have a very specific and narrow meaning. Examples from Science may include pure substance, solvent, and solute.