

Training program for teachers „ Content and Language Integrated Teaching Methodology” 3 modules (18 hours)

Aim: to facilitate theoretical understanding and practical skills of the content and language teaching methodology, to develop interactive teaching skills, to experience and value applying the gained knowledge and skills into the teaching practice

	<i>Modules</i>	<i>hours</i>
A.	1. Introduction to content and language learning (CLIL): <ul style="list-style-type: none"> a. CLIL essence and rationale; b. CLIL features in primary school (Grade 1-6); c. Tasks for Multiple intelligences (MI) Content and language integrated learning activity Water Cycle 2. Principles of planning. Practical tasks. 3. Topic planning and introduction.	6
B.	1. Teaching /learning strategies <ul style="list-style-type: none"> a. vocabulary; b. Reading strategies ; c. Questioning. Speaking and writing skills development 2. Assessment. 3. Practical tasks. 4. CLIL problems and challenges.	6
C.	1. CLIL lesson observation and analysis. 2. CLIL lesson planning. 3. CLIL strategies. <ul style="list-style-type: none"> a. Listening skills development. Vocabulary development. b. Reading skills development. c. Speaking and writing skills development 4. Practical tasks.	6

A module					
1. Introduction to content and language learning					
Nr.p. k.	<i>Conceptual questions, activities to promote understanding, to develop and practice skills</i>			time	<i>Handouts and worksheets for trainees; Materials for trainers</i>
	Topics	Tasks	Activities		
1.	What is CLIL	Activate prior knowledge of CLIL methodology	<p>Using <i>Placemat</i> strategy find out pps. prior knowledge of CLIL methodology:</p> <ul style="list-style-type: none"> • Work in groups of 4. Each group gets A3 paper. Using different coloured felt-tips each writes his/her perception of CLIL method in the corners of the sheet. • In groups discuss the prior knowledge and agree on common key points. Write them in the middle of the sheet. Use the colour of the pp. whose idea is written in the middle. • Present the ideas to the rest of the pps. 	20 min	VM/PP
2.	Water Cycle activity Tuning in	<p>Give perception of a CLIL activity going through the main stages</p> <p>Activate pps. prior knowledge on the topic Water Cycle</p>	<p>Tell pps. you are going to go through a short CLIL activity “Water Cycle” following the main CLIL principles. Do not give any detailed explanations at this stage.</p> <ul style="list-style-type: none"> • Ask pps. listen to the sounds and individually brainstorm all the ideas, words they have about water. http://www.youtube.com/watch?v=1EXR1jlkBpE - Sound of Nature - Rain, water, ocean, river.... (~2min) (VM/WEB/2A.1. http://www.youtube.com/watch?v=1EXR1jlkBpE - Sound of Nature - Rain, water, ocean, river.) • Write the title of the topic ‘The Water Cycle’ on the board. <ul style="list-style-type: none"> ○ Pps. work in pairs or groups of four and discuss how the words they have brainstormed could be related to the topic and what they 	15 min	VM VM/WEB/2A.1.

			<p>should add to the list. (3 min)</p> <ul style="list-style-type: none"> ○ Encourage pps. to think how they could group the words (2 min) <ul style="list-style-type: none"> ● Whole group discussion – What we already know about water cycle. A group or a pair shares their list and others add their suggestions to it. <p>Time to stop and think. Ask pps. work in groups and discuss what we did and why. Groups share their ideas.</p>		
	Input	Give content and language input of the topic Water Cycle	<ul style="list-style-type: none"> ● Pps watch the video <i>A Drop of Water</i>: <ul style="list-style-type: none"> ○ Play the video for the first time and ask pps. to complete their list of words connected with the Water Cycle ○ Then play the video for the second time and encourage pps. to find the answers to the following questions: <ul style="list-style-type: none"> ▪ What is the Water Cycle? ▪ What are the three main processes in Water Cycle? <p>http://www.youtube.com/watch?v=v4wIVJCAbfk&NR=1 – A Drop of Water (1: 24) – Video (VM/WEB/2A.2. http://www.youtube.com/watch?v=v4wIVJCAbfk&NR=1)</p> <ul style="list-style-type: none"> ▪ Discuss with the group the answers to the questions stated before watching the video. <ul style="list-style-type: none"> ● Water Cycle song [: http://www.youtube.com/watch?v=okZBiy_IdBA (VM/WEB/2A.3. http://www.youtube.com/watch?v=okZBiy_IdBA ; (VM/PI/2A.4. Water Cycle song – lyrics) <p>Strategy <i>What we hear and what we see</i>:</p> <ul style="list-style-type: none"> ○ Tell pps. you are going to play the song Water Cycle. Ask pps. to work in groups and circle the words in their list and add things they expect to see on the video. ○ Write the words Hydrologic Cycle, cirrus, cumulus and stratus on the board and ask pps. discuss in groups what they think the words could mean. Do not give any clues or explanations. ○ Explain that first time they see the video all they have to do is watch and listen. Tell pps. you are going to play the video again but in short sections. ○ Get the pps. to divide a sheet of paper into two parts. Ask to label 	20 min	<p>VM</p> <p>VM/WEB/2A.2.</p> <p>VM/WEB/2A.3.</p> <p>VM/PI/2A.4.</p>

			<p>one part as “See” and another “Hear”.</p> <ul style="list-style-type: none"> ○ Divide the group into two groups – one is group A and another – group B. Tell all the A pps. to focus on things they see in the video and B pps. to focus on everything they hear. ○ When you pause the video pps. should make notes. They do not have to write in full sentences. ○ Put pps. into groups of As and Bs. The groups discuss, exchange and add information. ○ Then put the pps. into pairs, one A with one B. They compare and discuss their notes, with the A(see) pps. completing “Hear” part and vice versa. ○ Pairs can read out what they saw and heard. Others add information to their lists. ○ Follow-up activities for the students in the class: <ul style="list-style-type: none"> ▪ Give students written source on the particular topic or ask them to find it themselves, ask them to add interesting extra information ▪ Display the works. <p>Version:</p> <ul style="list-style-type: none"> ▪ PPs. watch the video <ul style="list-style-type: none"> ○ one group puts down types of clouds mentioned (cirrus, cumulus, stratus, fog) ○ second group – places where water is (puddle, cloud, rain, sky, ocean, ground, river, glass, person, well) ○ third group – looks for explanation how hurricane can form etc. <p>Time to stop and think. What was the aim of the activities? One minute discussion in groups then in turn groups give one idea per group.</p>		
		Practise strategy for teaching and activating key vocabulary	<p>Work with vocabulary: (DM/DL 2A.1. Word Flashcards)</p> <ul style="list-style-type: none"> ○ Display the word crds on the board. Find out if anybody among the pps. knows the pronunciation of the words. ○ If anybody reads the word correctly ask all the pps. repeat it and 	20 min	DM/DL 2A.1.

		<p>make sure everybody knows the translation of the words;</p> <ul style="list-style-type: none"> ▪ Condensation ▪ Precipitation ▪ Infiltration ▪ Surface runoff ▪ Transpiration ▪ Evaporation <p>○ Numbered heads – Learning/ teaching the vocabulary and definitions.</p> <ul style="list-style-type: none"> ▪ Pps. work in groups and teach/ learn the words and their definitions. Pps. should be sure everybody knows the words and their definitions. ▪ Pps. count off numbers in their group. ▪ Agree on the criteria of assessment and write them on the board. ▪ Ask one pp. from the group to draw out a number. The appointed number answers the questions or reads the words. ▪ Pps. give their opinion of the presentation ▪ Group is assessed according to the answer given by the particular pps. <p>Optional. Sing the song following the text.</p> <p>Time to stop and think. 1. Discuss the strategies used for teaching vocabulary.</p>		
	Practise reading strategy	<p>Match the words with definitions (DM/DL 2A.2. Match words and definitions. Water Cycle.)</p> <ul style="list-style-type: none"> • Pps. work in groups of four <ul style="list-style-type: none"> ○ They try to match the given words with the definitions. There is one odd definition. ○ After signal they stand up, walk around and have a look at versions in other groups, then return, discuss and make changes if necessary. 	15 min	DM/DL 2A.2.

			<p>Time to stop and think.</p> <p>1. What would you suggest to do next? Group discussion.</p> <p>Sorting out</p> <p>2. Ask to brainstorm what would be necessary for students to be able to speak and write about the Water Cycle.</p>		
		Give ideas for supporting writing and speaking	Show samples for writing and a speaking frame and discuss their purpose. (DM/DL 2A.3. Scaffolding speaking - Water Cycle; DM/DL 2A.7. Scaffolding writing. Water cycle)	10 min	DM/DL 2A.3. DM/DL 2A.7.
	Analyses	Discuss the covered activities	<ul style="list-style-type: none"> • What skills were developed: <ul style="list-style-type: none"> ○ Lge - L – R –S –W ○ Cooperative/ social • Learning styles addressed <ul style="list-style-type: none"> ○ Visual ○ Auditory ○ Intrapersonal ○ Musical 	10 min	
3.	Discussion	Make pps. share their experience in using CLIL approach and make them realize what they would need to be more successful preparing and running CLIL activities	<ul style="list-style-type: none"> • Pps. work in groups of 5 – 4. They use role selector to divide the roles between the group members. Give 10 minutes to complete the task. <p>Role tasks: (DM/DL 2A.4. Role selector)</p> <p>1. Question asker: is the person who has rights to turn to the workshop organizer with the question if there is something you cannot find out the answer in your group.</p> <p>2. Time keeper: is the person with the watch and who follows the time and instructions.</p> <p>3. Moderator: leads the group work.</p> <p>4. Writer: carries out all the written tasks of the group.</p> <p>5. Presenter: does all kinds of presentations.</p>	20 min	DM/DL 2A.4.

			<p>Note! If there is a group of four Question asker and Moderator is one person.</p> <ul style="list-style-type: none"> • Ask pps. work in groups, discuss their previous experience, make a list of skills and knowledge they need to become more skilful CLIL approach users. • Groups share their ideas 		
4.	CLIL essence and rationale	Give general notion of CLIL	<p>Short lecture on CLIL theory/methodology: (VM/PI 2A.5. Philosophy of CLIL Education)</p> <ul style="list-style-type: none"> • Dual focused aim • Holistic approach • Humanistic approach • Learner-centred approach • Constructivism 	10 min	VM/PP VM/PI 2A.5.
5.	CLIL features in primary school	Activate pps. knowledge and understanding of CLIL in primary and secondary school	<ul style="list-style-type: none"> • Present main features of CLIL in primary school. • Ask pps. brainstorm and discuss CLIL features in secondary school 	10 min	
6.	Tasks for different Multiple Intelligences (MI)	Revise/activate MI and think of possible tasks for each type of learner	<p>Optional. Learning styles and examples of tasks are cut separately. Pps. work in pairs and match MI with the appropriate group of tasks. (DM /DL 2A.5. Multiple intelligences)</p> <ol style="list-style-type: none"> 1. Discuss and share experience in using MI in traditional EFL class, give ideas of using MI in CLIL lessons. 2. Ask pps. choose the age group they would like to think activities for – young learners or experienced learners. <ul style="list-style-type: none"> ○ Pps. work in groups according to the chosen age group(s) and think of methods of <ul style="list-style-type: none"> ▪ introducing new vocabulary for secondary <ul style="list-style-type: none"> • musical, • interpersonal 	30 min	VM/PP DM /DL 2A.5.

			<ul style="list-style-type: none"> • linguistic/verbal learners. ▪ introducing vocabulary for young <ul style="list-style-type: none"> • kinaesthetic, • musicals • spatial/visual learners ▪ The appointed <i>number</i> shares the group's ideas with the rest of the pps. <p>3. Pps. get acquainted with the version from</p> <ul style="list-style-type: none"> • Young learners classroom (Italy, Silvana Rampone – How to lay a table?) • Skeleton Dance http://www.youtube.com/watch?v=e54m6XOpRgU (VM/WEB 2A.6. http://www.youtube.com/watch?v=e54m6XOpRgU) <ul style="list-style-type: none"> • While watching ask pps. jot down advantages and disadvantages of using such a kind of resources. Then discuss them. <p>4. Show pps. the versions from the lessons and ask to say what types of learners they address.</p>		VM/WEB 2A.6.
2. Principles of planning					
5.	4Cs principles of CLIL	Learn about four guiding principles in CLIL planning and how to start planning	<p>Jigsaw reading Do Coyle <i>A CLIL topic or Project planning framework: 4Cs curriculum.</i> (DM/IM 2A.1. – 1. and 2. Do Coyle - theory - tasks for pps.)</p> <p>1. Read and match the titles with the descriptions:</p> <ul style="list-style-type: none"> • Pps. work in groups of four and agree on the part each is going to read. • They read the corresponding part of the text and match the titles with descriptions. • After they share with the group the main idea of each section. <p>2. Insert missing words in the planning guide and arrange it in the appropriate order:</p> <ul style="list-style-type: none"> • Pps. work in pairs and complete the text. • They arrange the chapters in the appropriate order. 	20 min	VM/PP DM/IM 2A.1. – 1. and 2.

			<ul style="list-style-type: none"> • They check their version with another pair. <p>3. Ask pps. to rewrite the definitions of 4s curriculum and display them on the wall.</p> <p>Optional. During the following workshops pps. can mark – vote for the best definition.</p>		
6.	Principles of CLIL planning	Arrange the flowchart of CLIL planning sequence and discuss planning in CLIL	<p>Strategy <i>Silent Card Shuffle</i>. While doing the activity pps. are not allowed to talk. The plan is cut in several pieces. (DM/DL 2A.6. – CLIL Planning) Pps. work in groups of four and follow instructions:</p> <ul style="list-style-type: none"> • Distribute the cards equally among the group members; • Take turns and arrange the cards into a flow chart; • Raise their hands when their group has completed the task; • After signal they get up and have a look at versions in other groups. • They return to the original group and make changes if necessary. • After signal they are allowed to discuss the arranged version. • Show the original version and discuss it with the pps. 	20 min	VM/PP DM/DL 2A.6.
3. Topic planning and introduction					
7.	CLIL planning format	Introduce and discuss CLIL planning format	<p>1. What should be included in a CLIL planning format</p> <ul style="list-style-type: none"> • Pps. work in groups and write suggestions for the activities on a sheet of paper. • After signal they pass the sheet to the next group (clockwise) and then add their suggestions to the poster they get. They mark if they agree or disagree with the previously written ideas. • When the poster returns to the original group pps. finalize and present their ideas. <p>2. Show a version of a planning format and discuss it.</p>	20 min	VM/PP
8.	Activities that ‘start from children’.	Define the statement ‘start from child’	<p>1. One of the CLIL principles is ‘start from a child’.</p> <ul style="list-style-type: none"> • Pps. have to brainstorm and give their explanations of the statement. • Use <i>Mix-pair- share strategy</i>. <ul style="list-style-type: none"> i. Play music. When it stops pps. share their ideas with the closest peer. Continue the same way. For 3- 4 times. ii. After signal ‘group of four/three’ share ideas in groups. 	20 min	VM/PP

		Think of the lead- in/ tune in activities for different themes	<p>Groups choose one who reports back to the whole group.</p> <p>2. Ask pps. think and give their suggestions how to start the given themes for young or secondary learners. Give one minute thinking time for each theme to brainstorm how to start about:</p> <ul style="list-style-type: none"> • Food and healthy diet; • Teeth; • Mountains; • Water; • Economics; • Plants; <p>Each group gives one idea and other groups vote for the best suggestions.</p>		
9.	Feedback	Get feedback from pps.	<p>Ask pps. to write their feedback on the workshop and answer the following questions:</p> <ul style="list-style-type: none"> • What would you take away from today's workshop? • What themes (age group) would you like to develop during next sessions? • Anything else? <p>Ask pps. to take some materials on the topic they would like to develop for the next workshop. Show the materials you can offer (Ecosystems, Mountains, Solar System)</p>	10 min	
<p>B module 1. Teaching /learning strategies</p>					
NNr. p.k.	Conceptual questions, activities to promote understanding, to develop and practice skills			time	Handouts and worksheets for trainees;
	Topics	Tasks	Activities		
10.	Revision	Revise the main concepts covered in the previous workshop	<ul style="list-style-type: none"> • Pps. work in groups. Ask pps. write down one thing they remember from the previous workshop and then share it with the group. • Finish the sentences: <ul style="list-style-type: none"> ○ Number the groups. ○ Show the beginning of a sentence on PP. 	20 min	VM/PP

			<ul style="list-style-type: none"> ○ Pps. discuss the possible ending in their groups. ○ Draw out a number of a group and one from the group gives the version. Note! A participant from a group can report once. 		
8.	Different types and ways of activating learners	Learn about types and ways of activating language, knowledge, experience, and thinking or multiple intelligences	<p>Strategies and skills used for tuning in.</p> <ol style="list-style-type: none"> 1. Discuss ideas pps. use for introducing new topic in their lessons 2. Give some ideas for lead-in activities. 3. Practical tasks: <ul style="list-style-type: none"> - Solar System. Sorting <i>-True- false - I don't know</i>: <ul style="list-style-type: none"> ● Pps. sort sentences related to the solar system (Group Handout DM/DL 2B.1. Solar System. Sorting) - <i>Graffiti</i> – What does the word <i>art</i> make you think of? <ul style="list-style-type: none"> ● Large sheets of paper are placed on the walls or tables in different places of the classroom. Pps. work in groups of four. Each group has felt- tips/ crayons of the same colour. ● Pps. work in groups for 2-3 min and write/ draw everything that corresponds to the topic. ● After signal they leave their graffiti sheet and walk around the room, adding their comments/ ideas to other graffiti sheets. They cannot return to their original sheet unless they have added something to all other sheets. ● Groups return to their original sheets. They read, discuss, summarise and present their graffiti sheets to all. 4. Tuning in – leading in – activating activities from CLIL Shopping List (DM/IM 2B.1.Shopping List of CLIL Strategies) : <ul style="list-style-type: none"> <i>Jigsaw reading</i> – Pps. work in groups of four. <ul style="list-style-type: none"> ● They divide the <i>Tune – in</i> activities among themselves and each reads his/her part of the activities ● Pps. share the activities they consider appropriate for the age group they teach with the group. 5. Whole group discussion: The aim of the tuning in activities. <p>Time to work: Pps. work in groups or individually and prepare tuning – in activities for their chosen theme.</p>	60 min	<p>VM/PP</p> <p>DM/DL 2B.1.</p> <p>DM/IM 2B.1.</p>

			<p>Versions</p> <p>Pps. can choose texts and develop activities for the particular theme</p> <ul style="list-style-type: none"> • DM/IM 2B. 2. Habitats and Environments • DM/IM 2B. 3. Solar System • DM/IM 2B. 4. Food Pyramid • DM/IM 2B. 5. Mountain Statistics 		<p>DM/IM 2B. 2. DM/IM 2B. 3. DM/IM 2B. 4. DM/IM 2B. 5.</p>
9.	Lesson input/ finding out for CLIL lessons	Learn about lesson input/ finding out for CLIL lesson	<ol style="list-style-type: none"> 1. Pps. have a look at the picture and give their ideas what ‘Finding out or lesson input’ in CLIL lessons is. 2. Give explanation on lesson input or finding out strategies. <ul style="list-style-type: none"> • Pps. share their experience in using lesson input in their ELT practice. • Identify the purpose and benefits for the guest speaker presentations if applicable. 3. Give short insight into balance between language and content that should be observed in CLIL lessons (VM/PI 2B. 1. Language in a CLIL classroom Do Coyle) 4. Working with vocabulary: <ul style="list-style-type: none"> • <i>Numbered heads</i> strategy – pps. work in groups of four; • They count off numbers in their group. • Pps. brainstorm suggestions for working with vocabulary. They should be sure everybody is ready to present the group’s suggestions to everybody. • The appointed number shares group’s suggestions with all pps. • Compare suggestions with the ones on the PP. 5. Strategies for working with vocabulary: <i>Get it right order (DM/DL 2B. 2. Word Flashcards – Bread)</i> <ul style="list-style-type: none"> • Show the words related to the topic <i>From grain to bread</i> in a random order - plant, water, cut, thresh, grind, bake, eat) • Draw stairs/ steps and number them. Ask for pps. opinion how to arrange the words on the stairs. Put the first word on the lowest step. • Give time to remember the words then remove them. Ask to name the 	35 min	<p>VM/PP</p> <p>VM/PI 2B. 1.</p> <p>DM/DL 2B. 2.</p>

			<p>word e.g. number 3 etc.</p> <ul style="list-style-type: none"> • Put pps. into groups of the same number as the words/steps you want to remember; • Give each group a set of word cards. Pps. distribute the cards among themselves; • Pps. have to stand up in the appropriate order and say the word. If anybody makes a mistake, the process should be repeated from the beginning. • Remove the word flashcards. Number the pps. in a random order. Pps. have to stand up and name the words in appropriate order. <p><i>Mind map/ Concept map –</i></p> <ul style="list-style-type: none"> • Pps. brainstorm the words connected to the topic <i>Baking bread</i>. The words are written on the board. • Ask pps. to suggest how to group the words and create a mind map. • Discuss how concept maps can be used in teaching. • Show the version on PP. <p><i>Experiment</i></p> <p>- one of strategies supporting understanding vocabulary and content.</p>		
10.	Reading strategies helping learners understand the input	Activate and try out some reading strategies.	<p>Find out what the most typical reading strategies are used in lessons and learn some new ones</p> <p>1. Groups discuss and suggest 4- 5 experts depending on the amount of pps. in the whole group. Each expert goes to a different corner of the room and receives a list of tasks:</p> <ul style="list-style-type: none"> • Expert 1 has to find out the most common reading strategies used in ELT classroom for senior learners. S/he asks the questions and puts down the main ideas. • Expert 2 has to find out the typical reading strategies for young learners. • Expert 3 has to find out reading strategies for children with learning 	55 min	VM/PP

			<p>difficulties</p> <ul style="list-style-type: none"> • Expert 4 – tells about strategies (Use DM/IM 2B.1. Shopping List of CLIL Strategies) <ul style="list-style-type: none"> ○ Spot the sentences ○ Scan the text ○ Anticipation reading guide ○ Text Circles • The rest of the pps form groups and go to the experts. Note! Pps. have to visit all the experts and no more than 4 pps. can visit an expert at a time. • Experts 1, 2 and 3 report what they have found out. <p>2. Practise reading strategies. (Use DM/IM 2B.1. Shopping List of CLIL Strategies)</p> <ul style="list-style-type: none"> ○ Spot the sentences (DM/DL 2B. 3. Bats. Scan the text. Spot the Sentences.) ○ Scan the text (DM/DL 2B. 3. Bats. Scan the text. Spot the Sentences.) ○ Anticipation reading guide <ul style="list-style-type: none"> ▪ (DM/IM 2B. 6. Anticipation Reading Guide – task for pps.) ▪ (DM/DL 2B. 4. Anticipation reading guide – text) ▪ (DM/DL 2B. 5.Text circles) • Divide pps. into four groups. Each group receives a description of a strategy and handouts necessary to complete the task. They read description and do the activity. Note! For the strategies – <i>Spot the sentence and Scan the text</i> -one from the group should take the teacher’s role. • When groups have completed the strategy they change places, move to the next table and complete the next reading strategy. <p>Time to work</p>	<p>DM/IM 2B.1.</p> <p>DM/DL 2B. 3.</p> <p>DM/DL 2B. 3. DM/IM 2B. 6. DM/DL 2B. 4. DM/DL 2B. 5.</p> <p>DM/IM 2B.7.</p>
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			<p>Pps. work in groups prepare activities for two texts on their choice:</p> <ol style="list-style-type: none"> DM/IM 2B.7. Animal Classification (for Young Learners) DM/IM 2B.4. Food Pyramid (for Secondary Learners) <p>Pps. have to think of the activities on introducing vocabulary and prepare a list of possible reading strategies for the particular texts. They suggest versions to the previously offered reading strategies.</p>		DM/IM 2B.4.
2. Questioning. Speaking and writing skills development					
11.	Lesson observation	Analyse the video 'Growing' according to the given tasks	<ol style="list-style-type: none"> Distribute while watching tasks (DM/DL 2B. 6. Tasks for watching video.) Each group pays attention to the appointed tasks while watching video (VM /video 2B. 2. Growing) <p>Group 1</p> <ul style="list-style-type: none"> Try to identify cross- curricular links. Think of what children can gain from being exposed to cross- curricular teaching in English. <p>Group 2</p> <ul style="list-style-type: none"> What language items are children expected to use? In what ways is children's language use different from doing drills? Would their responses be similar if they had to drill? <p>Group 3</p> <ul style="list-style-type: none"> What does the teacher do to support children's language use? What does she say to encourage children to use English? <p>Group 4</p> <ul style="list-style-type: none"> What language connected with plants is used? What strategies do you think they have used to acquire the vocabulary? <p>Group 5 (Rhyme)</p> <ul style="list-style-type: none"> How do actions help children learn? 	25 min	DM/IM 2B.7. VM /video 2B. 2.

			<ul style="list-style-type: none"> • Apart from the actions, what else can help children learn? • What can children gain by doing something together? Consider possibilities for both more and less able children. <p>Discuss the video.</p>		
12.	Scaffolding through effective questions	Activate knowledge of asking questions	<ol style="list-style-type: none"> 1. Questions for understanding – another way of scaffolding understanding 2. Practical task: <ul style="list-style-type: none"> • Pps. match the verbs, questions and the categories in Bloom’s taxonomy <ul style="list-style-type: none"> ○ (DM/IM 2B. 8. Bloom's taxonomy _tasks) ○ (VM/PI 2B. 3. Bloom’s Taxonomy – key) • Discuss what <i>Fat and skinny questions</i> could be. • Ask pps. discuss in pairs and give their examples of ‘fat’ questions on any theme on pps. choice. 	25 min	VM/PP VM/video2B.2. VM/PI 2B. 3.
13.	Output/ sorting out in CLIL lessons	Give main principles of scaffolding speaking and writing. Practise preparing examples of lge. support.	<ol style="list-style-type: none"> 1. Scaffolding in CLIL lessons. <ul style="list-style-type: none"> • Scaffolding in CLIL – short explanation. <p>Examples of scaffolding in speaking and writing.</p> <ul style="list-style-type: none"> ○ (DM/IM 2B. 9. – Language for Thinking) ○ (DM/IM 2B. 10. Scaffolding – writing frames) <ol style="list-style-type: none"> 3. Practical task: <ul style="list-style-type: none"> • Pps. work in groups of three- four. Depending on the age group they would like to prepare a scaffolding sample. <ul style="list-style-type: none"> ○ Pps. who are going to prepare scaffolding example for young learners have to <ul style="list-style-type: none"> ▪ group pictures of animals into groups and prepare an example of scaffolding for speaking – describing animal groups and justifying their choice ▪ or they use DM/IM 2B.7. Animal Classification ▪ or prepare a writing frame for writing Tree ID (see PP) ▪ Pps. who are going to prepare a scaffolding example for secondary learners use - DM/IM 2B. 4. Food Pyramid or any other text used before 	30 min	VM/PP DM/IM 2B. 9. DM/IM 2B.10. DM/IM 2B.7. DM/IM 2B. 4.

			<ul style="list-style-type: none"> ○ Pps. work in groups. They discuss and prepare examples for scaffolding. ○ Groups share their opinions. 		
3. Assessment. CLIL problems and challenges.					
11.	Reflection. Forms of assessment in CLIL	Give short insight in forms of assessment in CLIL lessons.	<ol style="list-style-type: none"> 1. Strategies and skills used in reflecting. 2. Short lecture on forms of assessment <ul style="list-style-type: none"> ● Main features of assessment in CLIL lessons ● Assessment forms of learning; ● Assessment forms for learning ● Rubrics (DM/IM 2B. 11. Rubric for poster assignment) ● Self- assessment <p>Time to work: Pps. work in groups or alone and prepare a draft for assessing activities they have planned so far.</p>	30 min	VM/PP DM/IM 2B. 11.
12.	Problems and possible solutions	Discuss possible problems when starting/using CLIL methodology	<p>Discuss</p> <ul style="list-style-type: none"> ● what problems teachers can face in implementing CLIL; ● when to start CLIL; ● who can teach CLIL; ● what skills are needed for teachers; ● conditions necessary for implementing CLIL. 	10 min	VM/PP
13.	Get feedback from the course pps.	Find out unanswered questions, doubts etc.	<ol style="list-style-type: none"> 3. Course pps. finish the sentences: (DM/IM 2B. 12. Workshop - feedback) <ul style="list-style-type: none"> ● I have learned ... ● I can use in my work ... ● I feel good about ... ● I didn't understand ... ● I would need more ... 	10 min	VM/PP DM/IM 2B. 12.

C module						
NNr. p.k.	Conceptual questions, activities to promote understanding, to develop and practice skills				time	Handouts and worksheets for trainees;
	Topics	Tasks	Activities			
1. CLIL lesson observation and analysis. CLIL lesson planing.						
1(14)	Revise main stages of CLIL and discuss favourite strategies for each stage	Activate knowledge of strategies in different stages of CLIL lessons	Discussion <ul style="list-style-type: none"> ○ Pps. work in groups. They chose one/two strategies from each CLIL stage, present them to groups justifying their choice. ○ The rest of the pps. listen and after presentation have 1 minute thinking time to prepare a <i>'fat'</i> question on the presentation. 		10 min	
2(15)	DVD lesson observation and analysis	Observe DVD lesson. Analyse the lesson following the given observation sheet	<ul style="list-style-type: none"> ● Pps. work in groups/pairs. Each group/pair receives a task for analysis: <ul style="list-style-type: none"> ○ (DM/DL 2C. 1. Lesson observation Sheet) <ul style="list-style-type: none"> ▪ Content ▪ Communication ▪ Cognition ▪ Culture, Assessment and Teaching strategies ● Pps. observe the lesson ● Pps. used count off numbers in their groups. The same numbers make a new group. <ul style="list-style-type: none"> ○ Pps. discuss the observed lesson according to the given plan/ guiding questions in their new groups. ○ They jot down the strong and weak points of the lesson and prepare some suggestions how to improve it. ● Each group reports the key points. 		35 min	VM/PP DM/DL 2C. 1.
2. CLIL strategies. Introduction phase.						
	Tuning in strategies	Give idea for different types tuning in	1. Work of art - a source of activating vocabulary. <ul style="list-style-type: none"> ● Pps. are divided into two/ three groups (depending on the total number of pps.) 		40 min	VM/PP

		<p>activities and practise planning them</p>	<ul style="list-style-type: none"> • Show pps. the painting/picture <i>Vertumno</i> by Italian painter Archimboldo. • Pps. observe the painting for 2-3 minutes and write down as many items of fruit and vegetable they could notice in the painting. Remove the picture. • Groups take turns and name a fruit or a vegetable (one at a time). • The winner is the group giving the last or most words. You shouldn't correct if any of the groups mention an item which was not in the painting. <p>Discuss the aim of the activity and ask pps. to give possible follow up activities for</p> <ul style="list-style-type: none"> • young learners; • secondary school learners. <p>3. Activating learners through multiple intelligences</p> <ul style="list-style-type: none"> • Play <i>Vivaldi (Spring, Autumn or Winter)</i> and ask pps. brainstorm all the ideas they have about seasons. • <i>Bedroom in Arles</i> by Dutch painter Van Gogh <ul style="list-style-type: none"> ○ Give pps. A4 paper and ask to fold it in two halves; ○ Show Van Gogh's painting <i>Bedroom in Arles</i> for 30 seconds. ○ Pps. have to write the objects and their colours on the left. ○ After a signal pps. have to draw the objects listed in the appropriate place/ location. ○ Show a collage of different items (one item at a time) and ask pps. it it was in the painting and where was it. ○ Pps. compare their individual drawings with the original. <p>Discuss versions of follow up activities.</p> <ul style="list-style-type: none"> • Discuss other versions of activating learners through multiple intelligences. <ul style="list-style-type: none"> ○ Body- kinaesthetic (Listen to the given statements, agree or disagree and move to the appropriate part of the room;) ○ Linguistic (Give several words and ask learners to guess what 		<p>VM/CD</p>
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			<p>the theme, text will be about; Arrange the words in a sentence and ...)</p> <ul style="list-style-type: none"> ○ Interpersonal (Discuss in pairs what they know about ...) ○ Logical – mathematical (Label graphs; Create a mind map of the given words; Group the words in several categories) ○ Naturalistic (Sort seeds and match them to the pictures of the plants.) <p>Time to work: Pps. work in pairs or groups. They add ideas and strategies to their chosen themes.</p>		
3.Listening skills development. Vocabulary development.					
	<p>Input strategies</p> <p>Strategies for listening and recycling vocabulary</p>	<p>Give ideas for different listening tasks</p>	<p>1. Listening tasks for different learning styles:</p> <ul style="list-style-type: none"> • <i>Listening to sounds (VM/Audio 2B. 5. Animal sounds)</i> <ul style="list-style-type: none"> ○ Pps. work individually. They listen to different sounds animals make and write the name of the animal they think make that sound. ○ Pps. give versions of the names of the animals. ○ Give leading description of the animal (e.g. it is a mammal, it doesn't have legs, it is smaller/bigger than ... etc.) in case the guess is not correct. <p>Discuss the purpose/aim of the activity and think of other versions of using this type of activity.</p> <ul style="list-style-type: none"> • <i>Listening with key words. (DM/DL 2C. 2. Listening with key words)</i> <ul style="list-style-type: none"> ○ Pps. work in groups or pairs. Each group/pair receives a set of cut out key words of the text they are going to hear. ○ Pps. have to distribute the key words among the group members. ○ Read the text and pps. have to place the key words in the order in which they hear them. If the word appears several times, they place the word card first time they hear it. ○ After listening to the text for the first time they may go and 'spy' the other groups arrangement. ○ Read the text again. 	<p>60 min</p>	<p>VM/PP VM/Audio 2B. 5.</p> <p>DM/DL 2C. 2.</p>

			<ul style="list-style-type: none"> ○ In their groups or pairs they use the arranged key words to retell the text. Note. Learners will need more repetition of reading and they will tell the info by steps/ chapters. First ask to retell a chapter, then read the text again etc. ○ The strategy can be used for writing the text. Learners listen to the text several times. <p>Discuss the possibilities of using this strategy in different subjects.</p> <p>2. Activity for kinaesthetic learners for vocabulary reinforcement:</p> <ul style="list-style-type: none"> ● Pps take their chairs and arrange them in a circle. One participant stands in the middle without a chair. ● Allow pps. to take a picture (or a word card) of an animal. Make sure they know the name depicted in the picture. ● One participant stands in the middle of the circle. ● Call out the names of two animals. Pps. who have the pictures try to change places. The participant standing in the middle tries to take one of the seats. ● When you call out the word “WOOD” all the pps. change their places. <p>Encourage pps. suggest ideas for secondary learners.</p> <p>3. <i>Echoing</i></p> <ul style="list-style-type: none"> ● Ask pps. share their knowledge of Claude Monet. ● Explain any key words pps. may find difficult to understand (e.g. complimentary colours) ● Divide the pps. into groups of three/ four. ● Tell pps. they should not write until you tell them. ● Ask the members of each group number them from one to three/four. ● Tell pps. you are going to read some sentences out loud. You will repeat each one. Every time you stop speaking one participant in each group has to echo to the group exactly what you said. The first time it will be participant number 1, then number 2 and so on. The groups repeat what the ‘echoer’ said. 		
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		<p>Practise adapting traditional songs for CLIL content needs</p>	<ul style="list-style-type: none"> • Read the first sentence twice. The pps. 1 in each group repeat it <ul style="list-style-type: none"> ○ Claude Monet was born in 1840. ○ He was born in Paris. ○ As a teenager he drew caricatures. ○ He liked to paint out of doors. ○ He painted nature, boats, oceans, lakes and ponds. ○ His pictures are quick ‘impressions’. ○ Art critics call this style Impressionism. ○ Monet used complimentary colours. ○ His most famous picture is <i>The Water Lily Pond</i>. • Show a key word (or two) from each sentence (Ppt.). • All the pps. look at the key words while you read all the sentences. <p>Ask pps. to reconstruct the sentences in their groups.</p> <p>Discuss the possibilities of using this strategy in different subjects.</p> <p>4. Traditional songs and rhymes - one of the ways how to introduce vocabulary</p> <ul style="list-style-type: none"> • Invite pps. to sing and mime traditional songs <i>Head, shoulders, knees and toes</i>. • Practical task: <ul style="list-style-type: none"> ○ Pps. work in groups. ○ Pps. have to prepare a version of a song for teaching parts of the animal body. ○ Optional – Prepare a version of the song <i>This is the way</i> for teaching the process of baking bread or preparing salad. ○ Pps. present their versions to all. <p>5. <i>Walk and Swap</i> strategy (DM/DL 2C. 3. Polygons)</p> <ul style="list-style-type: none"> • Pps. work in pairs. They match the given geometrical shapes to the words. • Pps. check their version with the one shown on PP. Check if pps. have the right pronunciation and ask them to give translation of each word in 		<p>DM/DL 2C. 3.</p>
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		<p>Practise strategies for recycling vocabulary</p>	<p>MT (Latvian).</p> <ul style="list-style-type: none"> • Distribute slips with the names of the geometrical shapes (in English or in Latvian, one on each slip). • Pps. have to copy the name on a slip of paper and write its translation on the other side. E.g. if the word on the slip was in English, it should be copied and its translation written on the other side of the slip. • Participant <i>A</i> stands with participant <i>B</i>. <i>A</i> reads the word either in English or Latvian and waits for <i>B</i> to give its translation. If <i>B</i> does not know the translation <i>A</i> tells it and makes <i>B</i> repeat it several times. • Then <i>B</i> reads his/her word and follows the same procedure. • When they have finished they swap the slips and go and find another partner. <p>Discuss the possibilities of using this strategy.</p> <p>Optional</p> <p>6. <i>Definition Bingo</i> (DM/DL 2C. 7. Definition Bingo. Plants)</p> <ul style="list-style-type: none"> • Show ppt. the words related to theme <i>Plants</i> and <i>Growing</i>. (Pps. can match words and definitions first) • Read a definition and ask pps. name the word. • Ask pps. to draw a grid with four/six squares and write in four/six words from the list. • Read a definition. If the definition corresponds the word written in the grid pps. cross it out. • The winner is the one who is the first to cross out all the words on his/her grid. <p>Discuss the possibilities of using this strategy in different subjects.</p> <p>7. <i>Bread ID</i>. Make a little book – Sweet and Sour Bread passport/ID</p> <ul style="list-style-type: none"> • Pps. make a little book following instructions. • They number the pages of the book and write the title on the first cover. • Pps. cut out the maps of the countries (DM/IM 2C.3. Bread ID - maps) and arrange them in front of them. <ul style="list-style-type: none"> • Read the story. Pps have to glue/stick the appropriate map on the 		<p>DM/DL 2C. 7.</p> <p>DM/IM 2C.3.</p>
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			<p>appropriate page: This is the story of the sweet and sour bread journey.</p> <ol style="list-style-type: none"> 1. The machines that bake bread come from Great Britain. 2. Rye flour comes from Kurzeme. 3. Wheat flour comes from Latgale. 4. Cumin seeds come from Vidzeme. 5. Malt comes from Zemgale. 6. Yeast comes from Italy. 7. Sugar comes from Denmark. 8. Salt comes from Russia. <ul style="list-style-type: none"> • Read the story for the second time. Now pps. choose a key word in each sentence and write it under the map. • Read the story for the third time and pps. write <i>come</i> or <i>comes</i>. • Analyse the aim of the activity and the process done so far. • Possible follow up activities: <ul style="list-style-type: none"> ○ Work with map. ○ Pps. draw a cross on the top right corner on each page. Mark the cardinal points on at least two pages. ○ Encourage pps. to find a place in Kurzeme rye flour could come from. They name a possible place and name the cardinal points of the place e.g. <i>It's in the South West of Latvia</i>. Pps. mark the place on their little maps in the book. ○ Measure and count <i>Food miles</i> of Sweet and Sour Bread. <p>Discuss the subject areas and language skills practiced in the activity.</p>		
4. Reading skills development.					
	Reading strategies	Practise ways of helping learners to process and understand input through using different reading	<p>CLIL reading requires learners to read more factual texts than in traditional ELT. Therefore learners should be taught reading strategies in order to work autonomously.</p> <p>Discuss/ activate the reading strategies introduced in the first session:</p> <ul style="list-style-type: none"> ○ Spot the sentences. ○ Scan the text. 	40 min	VM/PP

			<ul style="list-style-type: none"> • They share their versions with the group. • Discuss and show a version on PP. <p>4. <i>Parrotting</i> – learning definitions (PP- Art)</p> <ul style="list-style-type: none"> • Pps. read the definitions and insert the key words. (PP) • Go through each definition and make sure pps. understand each definition. • Show another slide where some parts of the sentences are cut out (rubbed out if the sentences are written on the board) but not the key words. • Ask pps. to read all the sentences again including the parts you cut out. • Continue in the same way until only key words are left. • Get the pps. write the definitions from memory. <p>Discuss possibilities of using the strategy in different subjects.</p>		
5. Speaking and writing skills development					
	Sorting out strategies	Discuss and practice preparing tasks for scaffolding speaking and writing	<p>1. Video lesson observation (VM/Video 2C. 1. SIOP)</p> <ul style="list-style-type: none"> • Pps. observe a part of the lesson following the while-observing tasks: <ul style="list-style-type: none"> ○ The aim(s) of the lesson ○ Strategies the teacher uses for <ul style="list-style-type: none"> ▪ Scaffolding ▪ Activating and involving learners ▪ Keeping the pace of the lesson • Discuss the extract from the lesson. Groups choose one point they would like to speak about. <p>2. Discuss how teachers could give language support during speaking and writing stages.</p> <ul style="list-style-type: none"> • Visual scaffolding (pictures, picture cards, word cards, word walls, graphic organizers, graphs, maps) for • Speaking frames – support with specific vocabulary and phrases. • Writing frames – an example of writing frame (Scaffolding - Geography and Art - DM/IM 2B. 10. Scaffolding – writing frames) 	30 min	<p>VM/PP VM/Video 2C. 1.</p> <p>DM/IM 2B. 10.</p>

			<p>3. <i>Question loops.</i> (DM/DL 2C. 5. Question Loops - Plants)</p> <ul style="list-style-type: none"> • Distribute the stripes of the sentences to pps. a participant may have several sentence starters and endings. • Ask one of the pps. to read the first half of their strip out loud. • The pps. who thinks he/she has the end of the sentence reads out the answer/ end of the sentence. • If the person who has the answer doesn't realise he/she has it, encourage others to say the answer and then ask who has the corresponding ending. • Then ask the participant to read out the 'answer' again. • Continue the process until all the strips have been read out and you come back to the beginning again. <p>4. <i>Add to this</i></p> <ul style="list-style-type: none"> • Write the word <i>an elephant</i> on the board. • Pps. work in groups of four. They add a word or phrase to the sentence. They can put the word or phrase where they like, but the sentence must make sense. • They read out the sentence. • Write another sentence. E.g. An elephant is a mammal. • Pps. work in groups. The winner is the group that writes the longest sentence. 		DM/DL 2C. 5.
	Assessment	Give perception of some less used assessment tasks	<p>Activate the assessment forms discussed in the first session. Give general insight in other types of assessment:</p> <ul style="list-style-type: none"> • Learner- generated tasks. E.g. Animal riddles. <ul style="list-style-type: none"> ○ Pps. follow the given plan and create riddles for their group members. <ul style="list-style-type: none"> ▪ What type of an animal is it? ▪ What makes it special? ▪ How does it look? ▪ What does it eat? ▪ Where does it live? 	30 min	VM/PP

			<ul style="list-style-type: none"> ▪ What colour is it? <ul style="list-style-type: none"> ○ Discuss what and how we could assess the presentations. • Crosswords. • Role – play - (VM/Video 2C. 2. Role-play Dental care Italy) <ul style="list-style-type: none"> ○ Ask pps. pay attention to the content of the song then watch role play and think what could be assessment criteria. ○ Discuss the video. • Description – (DM/DL 2C. 6. Chocolate ID). <ul style="list-style-type: none"> ○ Pps. work in pairs or groups and prepare a possible descriptor. 		<p>VM/Video 2C. 2.</p> <p>DM/DL 2C. 6.</p>
	Reflection	To reflect on one's learning	<p>1. Pps. work in groups of four or five:</p> <ul style="list-style-type: none"> • They discuss three things they know about CLIL and write them down on a stripe of paper. • They find a partner from another group. • Pps. read out their lists and write a new piece of information on their paper. • They go back to their original group and read all the info collected • Group writes 3-4 sentences about CLIL on a poster • Group reads their sentences and the information is put together in a final poster <p>2. Press conference: Pps. can ask questions they have not found answers during the course or have some doubts to the course tutor(s) or course pps.</p>	25 min	VM/PP

RESOURCES

1.	Clegg, J., http://www.mba.zh.ch/downloads/projektstellen/10%20Language%20for%20thinking.pdf (skatīts 2011. gada 14. martā)
2.	Coyle, D., <i>CLIL Planning Tools for Teachers</i> . University of Nottingham, 2005
3.	Dale, L., Wibo, van der Es, Tanner, R.. <i>CLIL Skills</i> Universiteit Leiden, 2010
4.	Deller, Sh. and Price, Ch., <i>Teaching Other Subjects Through English</i> . Oxford University Press, 2007
5.	Echevarria, J., Vogt, M., Short, D. 2008. <i>Making Content Comprehensible for English Learners The SIOP Model</i> . Pearson, 2008
6.	Marsh, D., 2002. <i>Using Languages to Learn and Learning to Use Languages</i> . University of Jyväskylä, http://ec.europa.eu/education/policies/lang/doc/david_marsh-report.pdf (skatīts 2011. gada 14. martā)
7.	Marsh, D., <i>Using Languages to Learn and Learning to Use Languages</i> . TIE-CLIL - http://www.tieclil.org/html/products/pdf/%201%20UK.pdf (skatīts 2011. gada 14. martā)

8.	Mehisto, P., Marsh, D., and Frigols, M. J, <i>Uncovering CLIL</i> . Macmillan 2008.
9.	David Marsh on CLIL – video [tiešsaiste]. [skatīts 2011. gada 6. jūnijā] Piekļuve: http://www.youtube.com/watch?v=-Czdg8-6mJA&NR=1

1.	Applying Bloom’s Taxonomy in Primary Classroom: [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://www.anwsu.org/ACS/constructed%20response/blooms_001.pdf
2.	Blooms Taxonomy updated [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://artsliteracyarts.wikispaces.com/file/view/Bloom%27s+taxonomy+updated.Anderson+and+Krathwohl.pdf
3.	Calabrese, I., Rampone, S., <i>Curricular Content Resources for Primary</i> . Oxford University Press, 2007
4.	Classroom strategies: [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://www.readingrockets.org/strategies
5.	Discovery Education Puzzle Maker: [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp
6.	Early childhood education: [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://www.nt.gov.au/transport/safety/road/priorities/curriculum/documents/strategies.pdf
7.	English for CLIL Teachers: [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://sites.google.com/site/englishforclilteachers/Home
8.	Read, C., <i>500 Activities for the Primary Classroom</i> . Macmillan, 2007
9.	The resource bank for content and language teachers: [tiešsaiste]. [skatīts 2011. gada 14. martā] Piekļuve: http://www.onestopenglish.com/clil/ (skatīts 2011. gada 14. martā)

Resources:

A module

Handouts and worksheets for trainees;

DM/IM 2A.1. – 1. and 2. Do Coyle - theory - tasks for pps.

DM/DL 2A. 1. Word Flashcards

DM/DL 2A. 2. Match words and definitions. Water Cycle.

DM/DL 2A. 3. Scaffolding speaking - Water Cycle

DM/DL 2A. 4. Role selector

DM/DL 2A. 5. Multiple intelligences

DM/DL 2A. 6. CLIL Planning

Materials for trainers

VM/WEB/2A.1. <http://www.youtube.com/watch?v=1EXR1jlkBpE> - Sound of Nature - Rain, water, ocean, river

VM/WEB/2A.2. <http://www.youtube.com/watch?v=v4wlVJCAbfk&NR=1>

VM/WEB/2A.3. http://www.youtube.com/watch?v=okZBiy_IdBA

VM/PI/2A.4. Water Cycle song – lyrics

VM/PI/2A.5. Philosophy of CLIL Education

VM/WEB 2A.6. <http://www.youtube.com/watch?v=e54m6XOpRgU> – Skeleton Dance

B module

Handouts and worksheets for trainees;

DM/IM 2B.1. Shopping List of CLIL Strategies

DM/IM 2B. 2. Habitats and Environments

DM/IM 2B. 3. Solar System

DM/IM 2B. 4. Food Pyramid

DM/IM 2B. 5. Mountain Statistics

DM/IM 2B. 6. Anticipation Reading Guide – task for pps.

DM/IM 2B. 7. Animal Classification

DM/IM 2B. 8. Bloom's taxonomy _tasks

DM/IM 2B. 9. Language for Thinking

DM/IM 2B. 10. Scaffolding – writing frames

DM/IM 2B. 11. Rubric for poster assignment

DM/IM 2B. 12. Workshop - feedback

DM/DL 2B. 1. Solar System. Sorting

DM/DL 2B. 2. Word Flashcards – Bread

DM/DL 2B. 3. Bats. Scan the text. Spot the Sentences.

DM/DL 2B. 4. Anticipation reading guide – text

DM/DL 2B. 5. Text Circles

DM/DL 2B. 6. Tasks for watching video

Materials for trainers

VM/PI 2B. 1. Language in a CLIL classroom Do Coyle

VM/Video 2B. 2. Growing
VM/PI 2B. 3. Bloom's Taxonomy – key
VM/Video 2B. 4. Recycling – Catalan experience
VM/Audio 2B. 5. Animal sounds

C module

Handouts and worksheets for trainees;

DM/IM 2C. 1. Henri Matisse
DM/IM 2C. 2. CLIL Glossary
DM/IM 2C. 3. Bread ID - maps
DM/DL 2C. 1. Lesson observation Sheet
DM/DL 2C. 2. Listening with key words
DM/DL 2C. 3. Polygons
DM/DL 2C. 4. Make the text visual – recipe
DM/DL 2C. 5. Question Loops – Plants
DM/DL 2C. 6. Chocolate ID
DM/DL 2C. 7. Definition Bingo – Plants

Materials for trainers

VM/Video 2C. 1. SIOP