

ABOUT... **CLIL METHODOLOGY COURSE**

International House Newcastle

7-15 Gallowgate

Newcastle upon Tyne

NE1 4SG

United Kingdom

From August 21, 2017

To September 1, 2017

SCUOLA SECONDARIA DI PRIMO GRADO ISTITUTO COMPRENSIVO "PRIMO LEVI" – MARINO (RM)

- ✘ Calabria Maria Rosa
- ✘ Di Tella Francesca
- ✘ Federici Gianluca
- ✘ Festa Mirella
- ✘ Vitiello Mariarosaria

INTERNATIONAL HOUSE NEWCASTLE





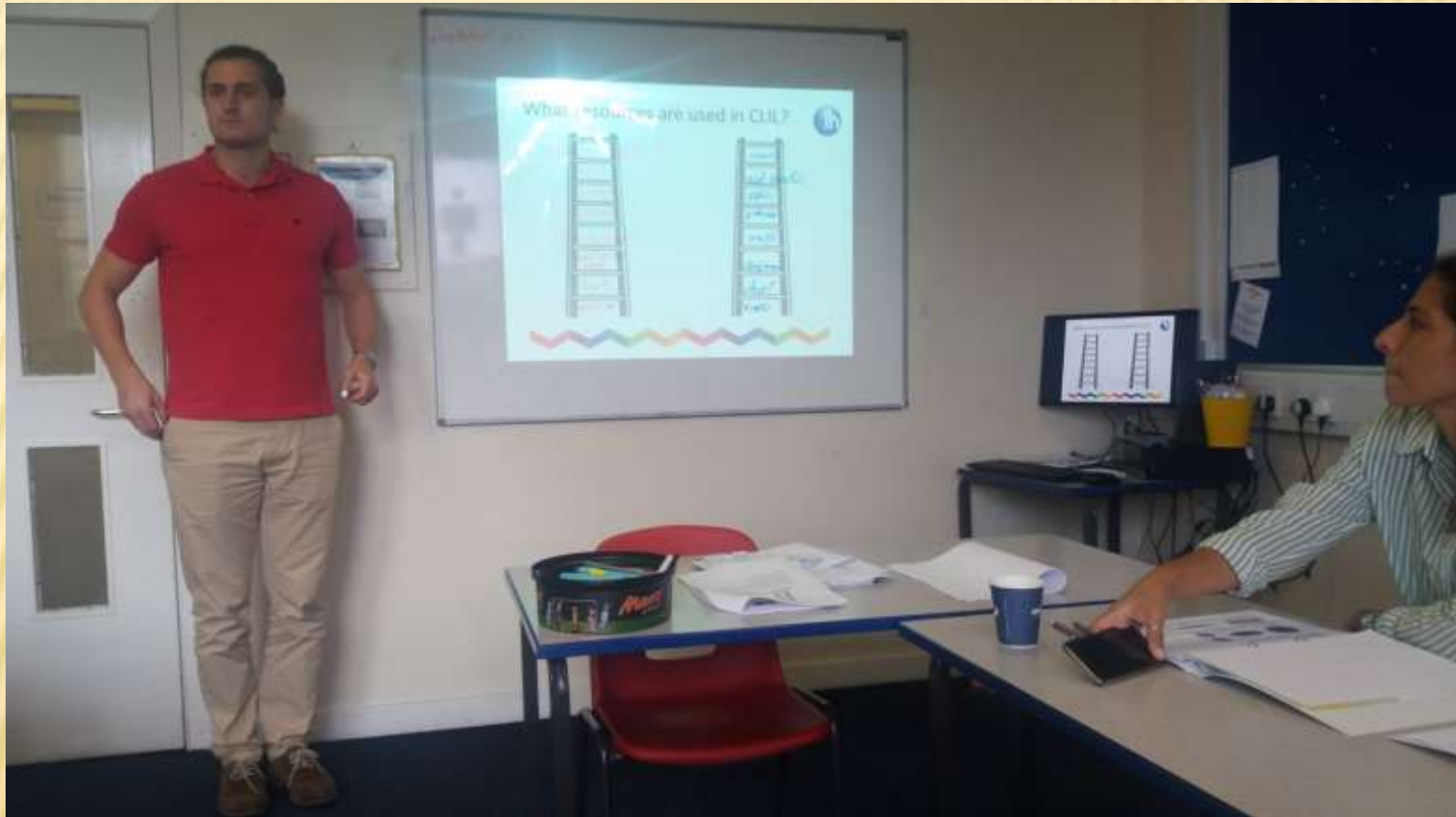
We... and
our classroom



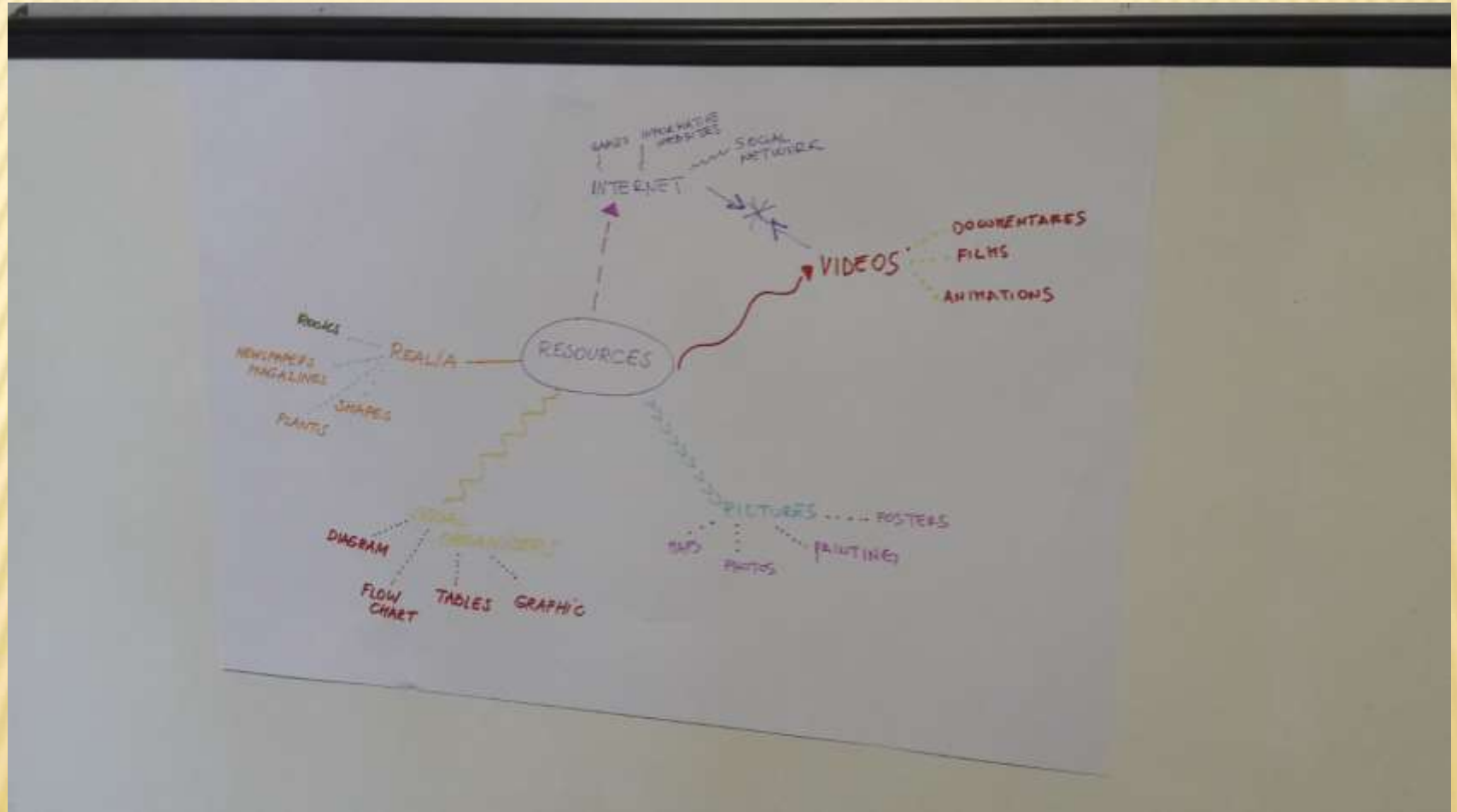
PERSONAL STUDY PROGRAMME (PSP) SUITE



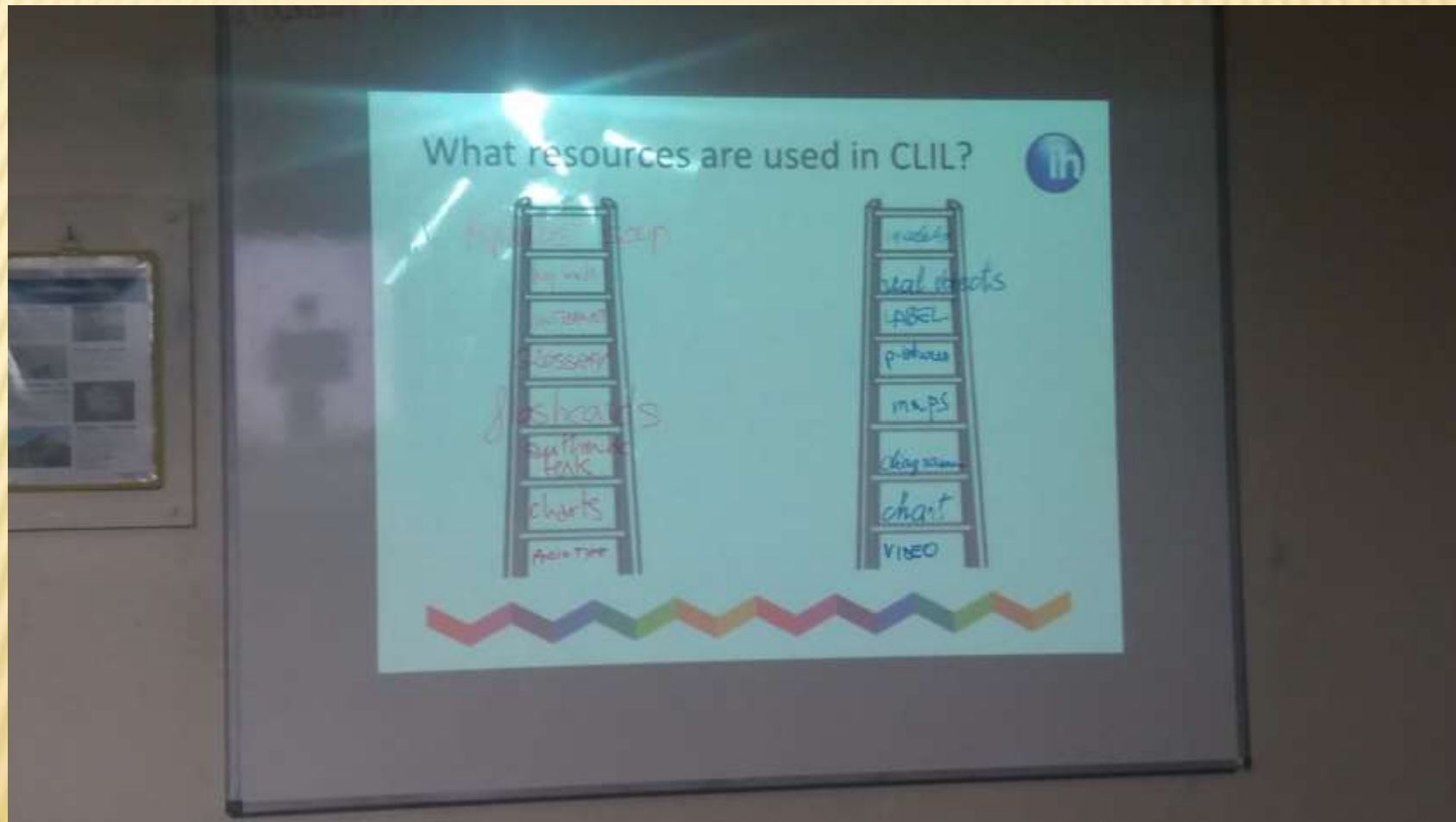
DANNY... OUR TUTOR



MIND MAP



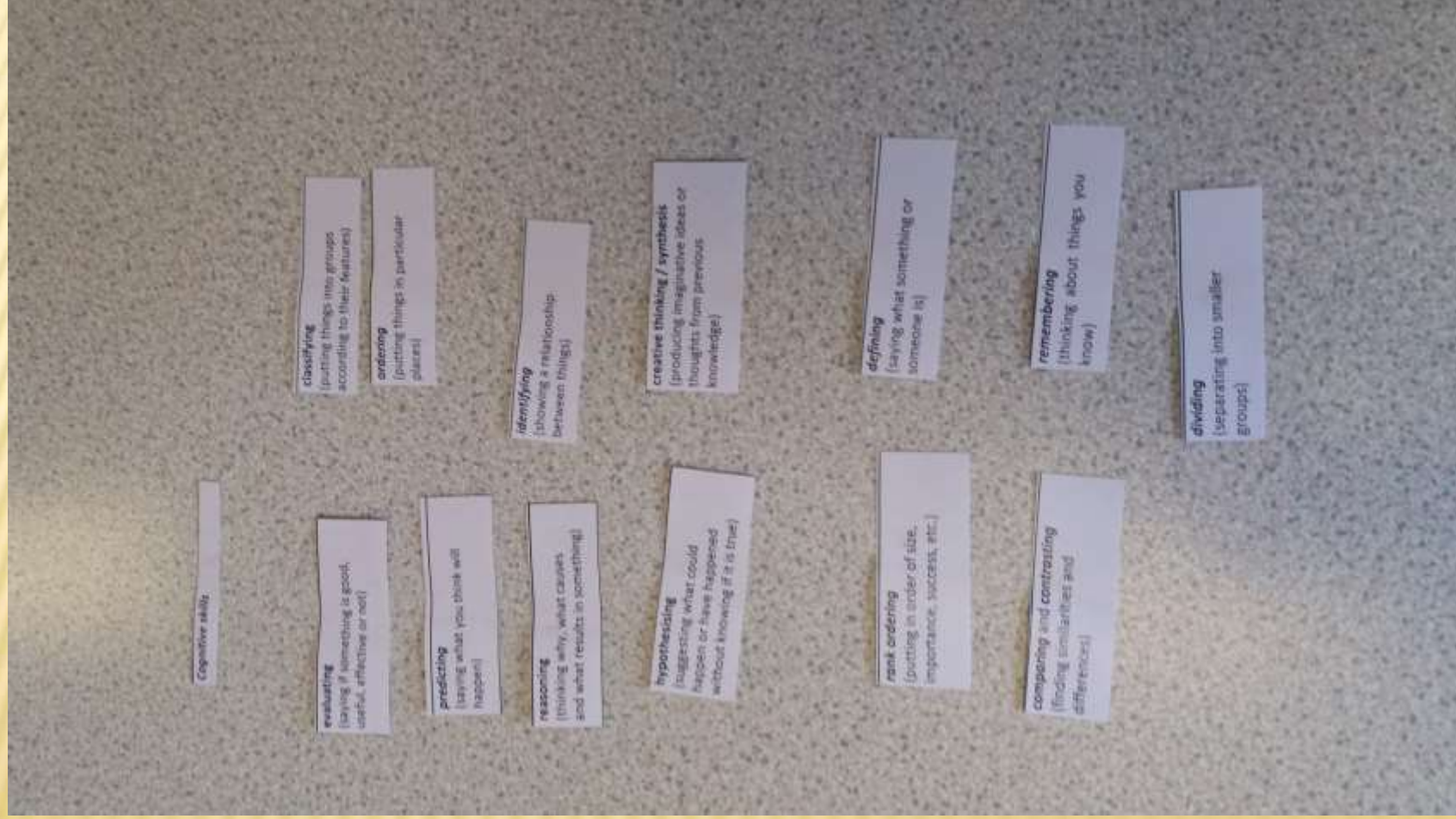
DURING THE LESSON...



DANNY IS EXPLAINING...



MATCHING EXERCISE



... MATCHING WORDS/DEFINITION/SENTENCE

Research activity

Positive skills

- Have links to topic a come from the main above outcome (reference)
- Have a new word for using water (proportion)
- Read your partner's report (a) word forms and comments are how clearly it was written (dimensional)
- Predict what will happen when more water is added to the solution (balance)
- Justify the increase in spending on wages last year. (economics)
- Name three different types of musical instrument you can see in the picture. (music)
- Write the dates on the timeline in the order of when they happened. (history)
- Put the statements in order of importance to describe what makes an ideal farmer. (geography)
- Classify the rocks into different groups. (science)
- If global electronic systems broke down, suggest what could happen. (ICT)
- What sort of colours did you use to paint the landscape? (art)
- I'm going to divide the class into teams of six to play volleyball. (PE)
- Find three similarities and differences between your capital city and one in another country. (geography)

Learning activity

- Researching (writing about things you find)
- creative thinking / synthesis (producing imaginative ideas or thoughts from previous knowledge)
- evaluating (having a judgement or opinion, verbal, effective or not)
- predicting (saying what you think will happen)
- reporting (making why, what, when, and what results in something)
- identifying (showing a relationship between things)
- ordering (putting things in particular places)
- real ordering (putting in order of size, importance, necessity, etc.)
- classifying (putting things into groups according to their features)
- hypothesising (suggesting what could happen or have happened without knowing if it is true)
- debating (having what something or someone is)
- ordering (putting into smaller groups)
- comparing and contrasting (finding similarities and differences)

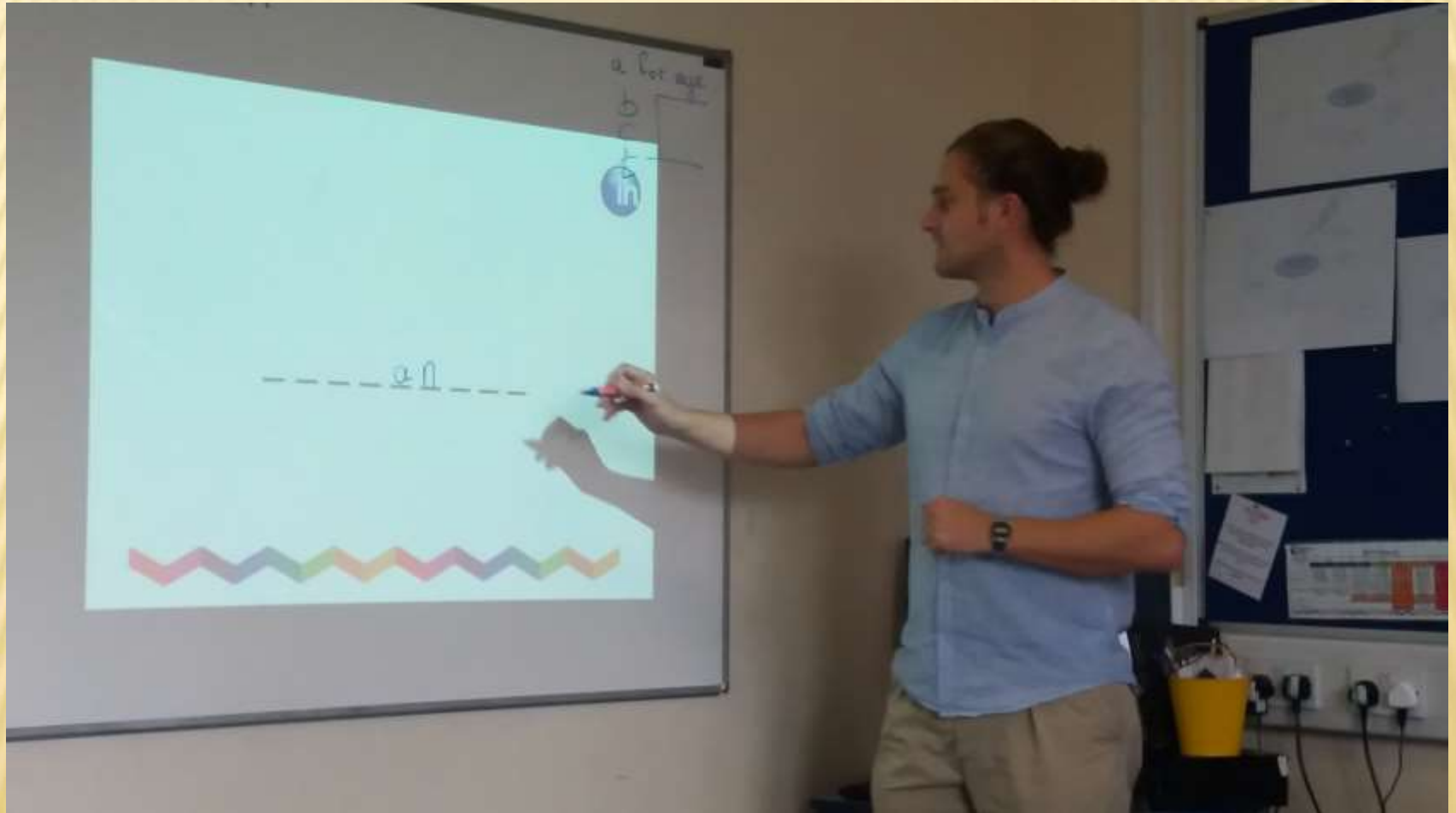
Words/Definitions/Sentences

- read, write, recognise, write, speak
- imagine, build, change, recognise, create, describe, design, invent, make up, solve, problem, response
- mean, comment on, give an opinion, judge, rate
- predict, think about, guess
- choose, conclude, decide, explain, justify, recommend, order
- identify, label, say, finish, finish, finish
- order, put, place
- order, organise, sequence
- classify, categorise, decide, what, group, put into
- suggest, decide, imagine, suppose
- define, explain, outline, show, translate
- order, separate, share
- compare, contrast, distinguish, investigate the similarities and differences

... THE FINAL PRODUCT

Cognitive skills	Classroom activities	Example activity
remembering (thinking about things you know)	recall, recite, recognise, relate, spell, tell	Take turns to recite a verse from the poem about autumn. (literacy)
identifying (showing a relationship between things)	identify, label, list, locate, match, name	Name three different types of musical instrument you can see in the picture. (music)
ordering (putting things in particular places)	order, organise, sequence	Write the dates on the timeline in the order of when they happened. (history)
rank ordering (putting in order of size, importance, success, etc.)	order, put, place	Put the statements in order of importance to describe what makes an ideal farmer. (geography)
defining (saying what something or someone is)	define, explain, outline, show, translate	What kind of colours did you use to paint the landscape? (art)
comparing and contrasting (finding similarities and differences)	compare, contrast, distinguish, investigate the similarities and differences	Find three similarities and differences between your capital city and one in another continent. (geography)
dividing (separating into smaller groups)	divide, separate, share	I'm going to divide the class into teams of six to play volleyball. (PE)
classifying (putting things into groups according to their features)	classify, categorise, decide which group, put into	Classify the rocks into different groups. (science)
predicting (saying what you think will happen)	predict, think about, guess	Predict what will happen when more water is added to the solution. (science)
hypothesising (suggesting what could happen or have happened without knowing if it is true)	suggest, decide, imagine, suppose	If global electronic systems broke down, suggest what could happen. (ICT)
reasoning (thinking why, what causes and what results in something)	choose, conclude, decide, explain, justify, recommend, solve	Justify the increase in spending on wages last year. (economics)
creative thinking / synthesis (producing imaginative ideas or thoughts from previous knowledge)	imagine, build, change, compose, create, describe, design, invent, make up, plan, produce, suppose	Invent a new symbol for saving water (citizenship)
evaluating (saying if something is good, useful, effective or not)	assess, comment on, give an opinion, judge, rate	Read your partner's report on wind farms and comment on how clearly it was written. (environment)

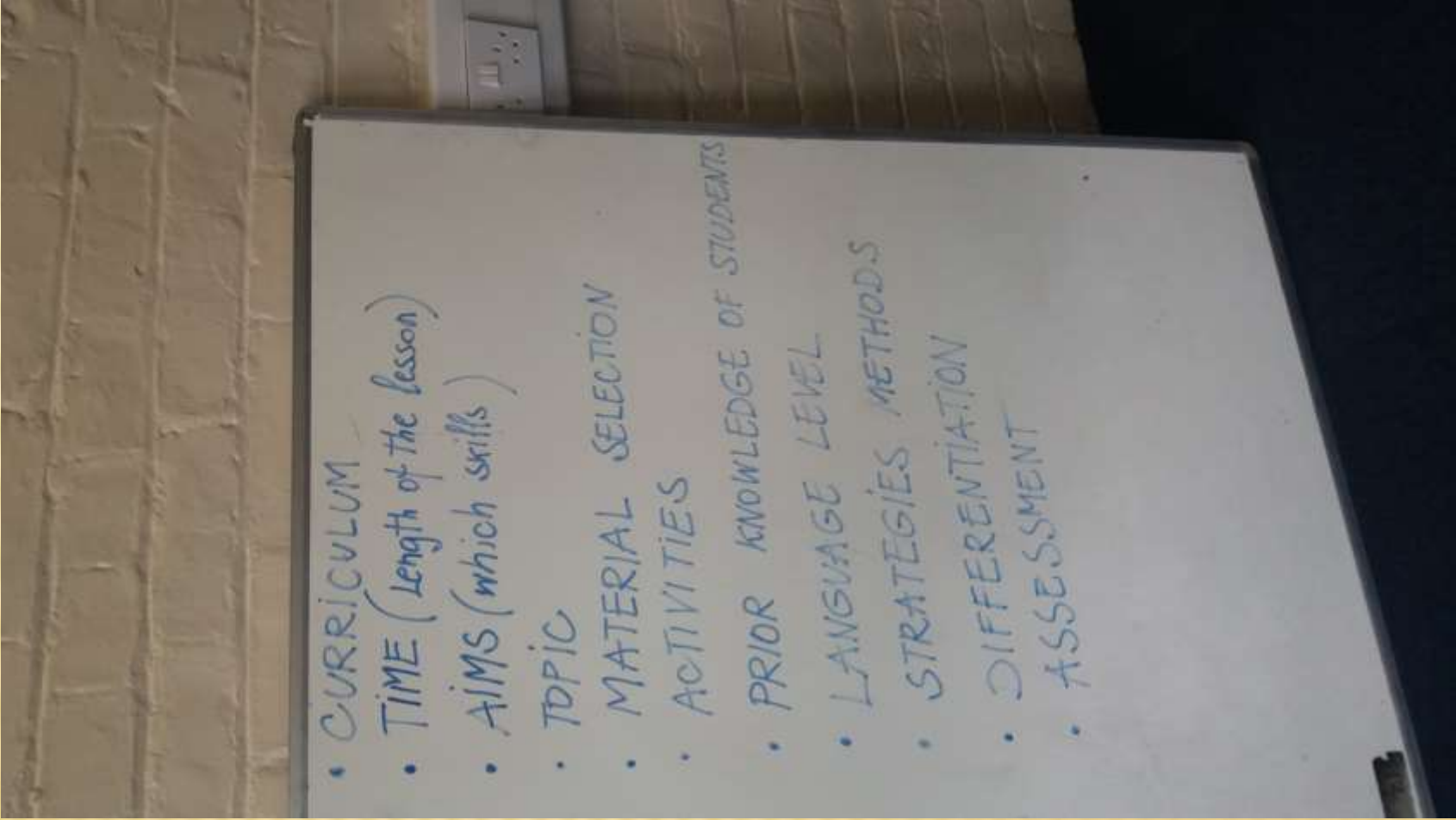
GAP-FIL



... BACKS TO THE BOARD... PELMANISM



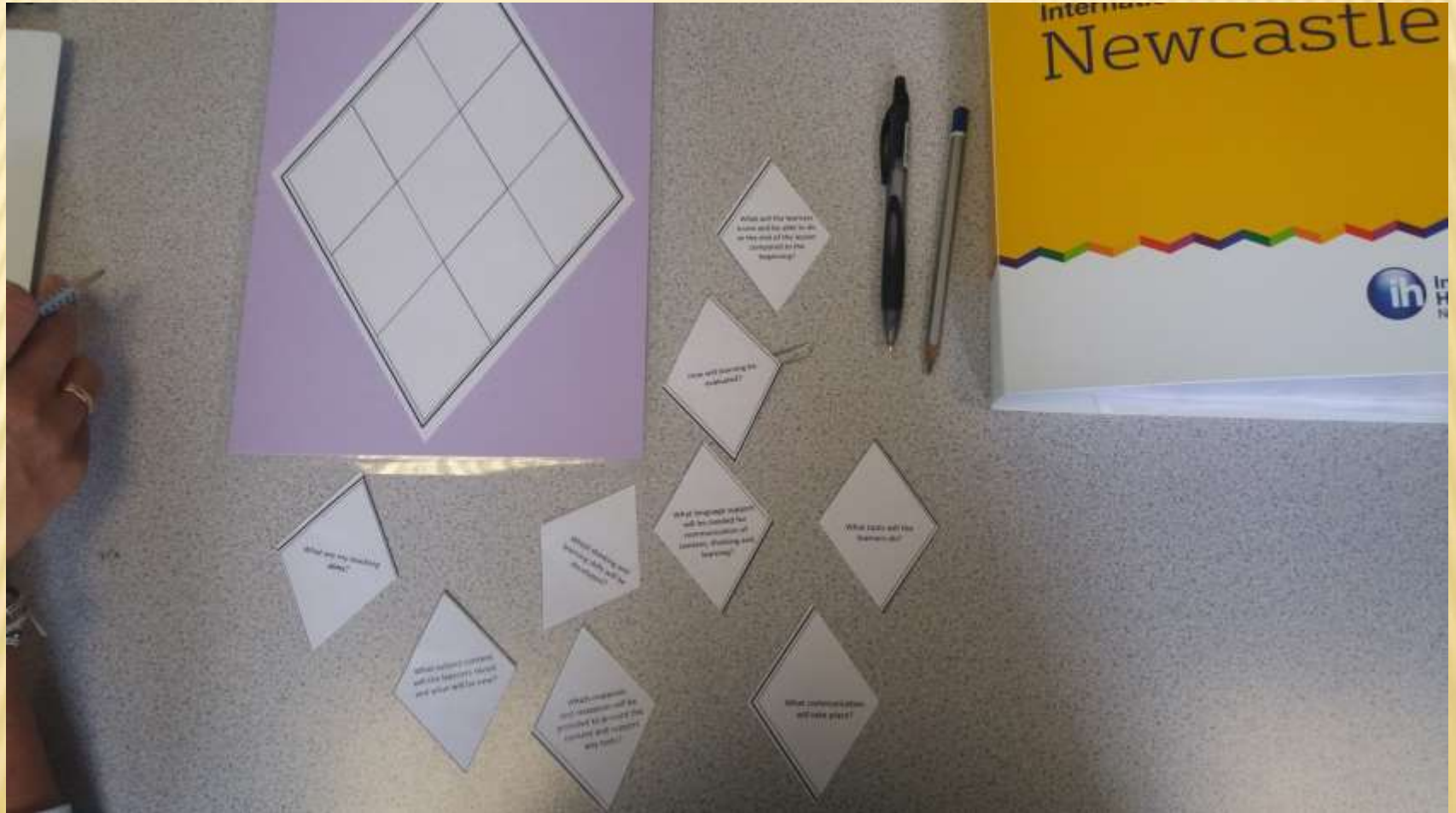
RUNNING DICTATION

- 
- A whiteboard with a list of factors for curriculum design, written in blue marker. The board is mounted on a brick wall. The list includes:
- CURRICULUM
 - TIME (Length of the lesson)
 - AIMS (which skills)
 - TOPIC
 - MATERIAL SELECTION
 - ACTIVITIES
 - PRIOR KNOWLEDGE OF STUDENTS
 - LANGUAGE LEVEL
 - STRATEGIES METHODS
 - DIFFERENTIATION
 - ASSESSMENT

SHARING OPINIONS...



PLANNING A LESSON RANKING DIAMOND



ORGANISING A LESSON...

communicative and cognitive skills

B Geography

1 learning outcomes	to know about the main physical features and climates of Europe to be able to report facts about different landscapes and climates
2 activate prior knowledge	Without looking at the map, tell me the names of six European rivers you can think of.
3 language focus	is/ are found/ located..., consists mainly of..., such as/ for example
4 communicative and cognitive skills	interpret data, organise information into tables
5 resources	maps of Europe, tables with headings, information texts on rivers and climates
6 assessment	Can learners: report facts about a location; describe places; give examples

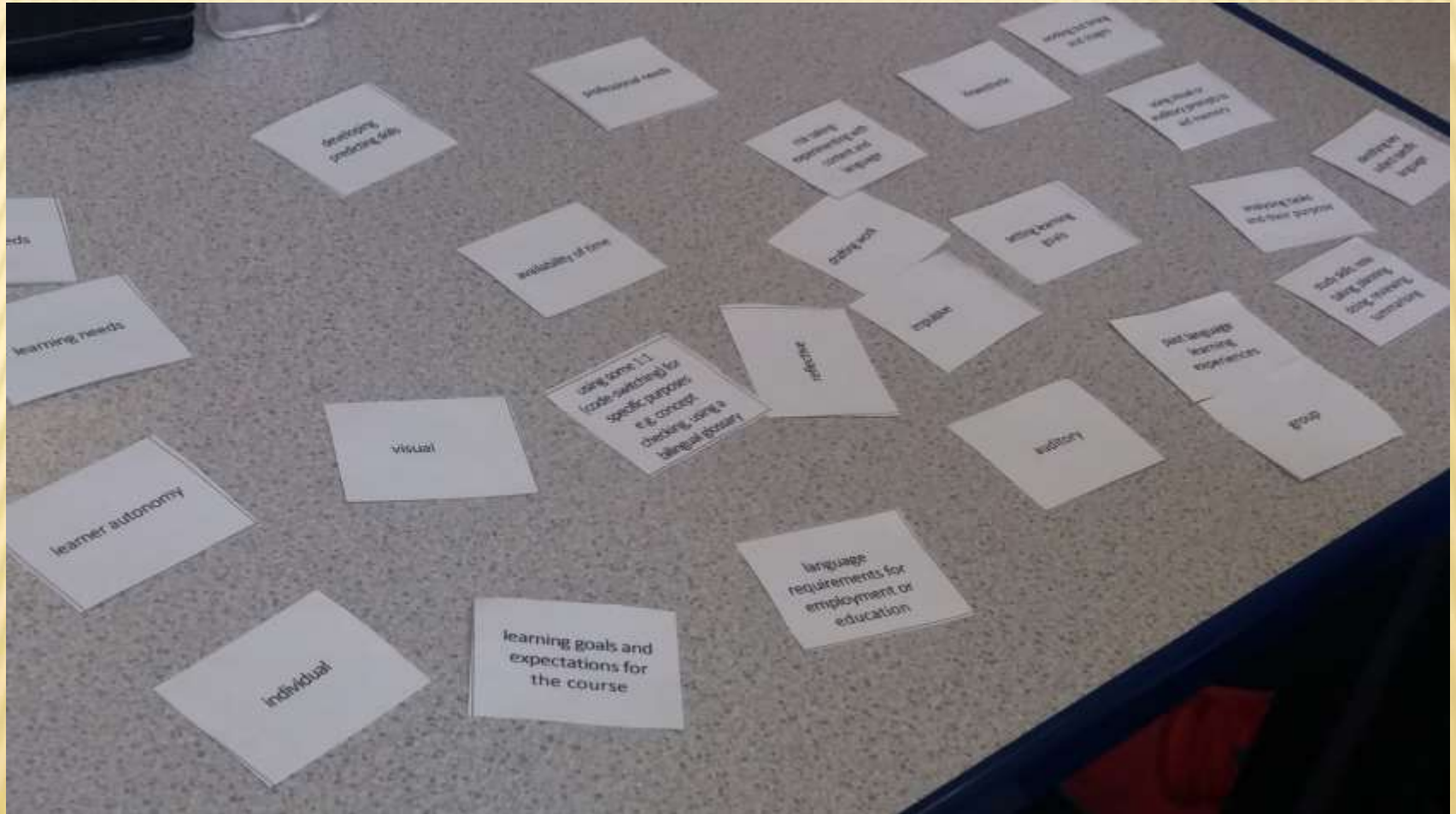
EXAMPLES OF OUR WORKS...



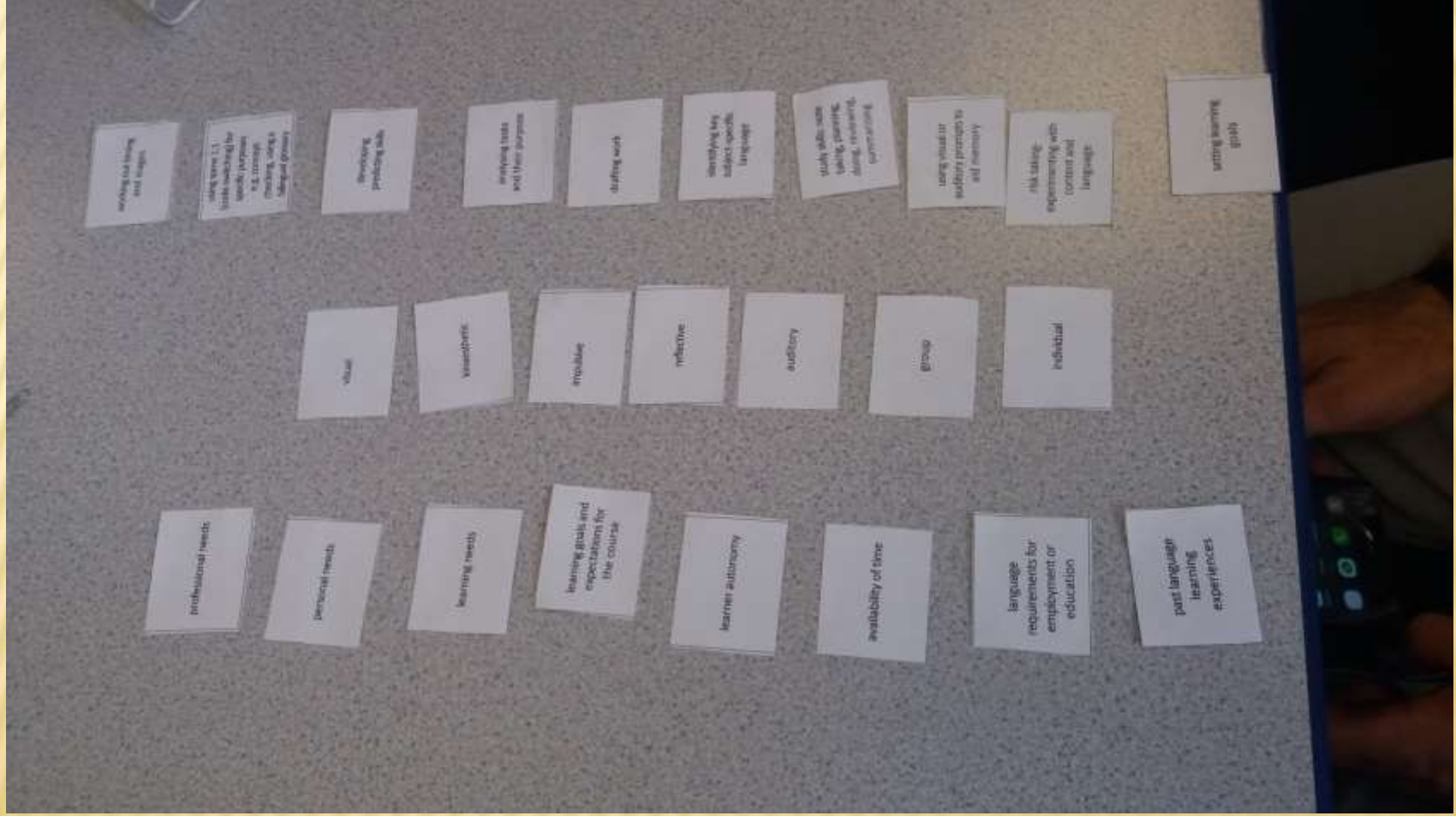
DANNY'S INSTRUCTIONS...



MATCHING EXERCISE



... ONLY 5 MINUTES!



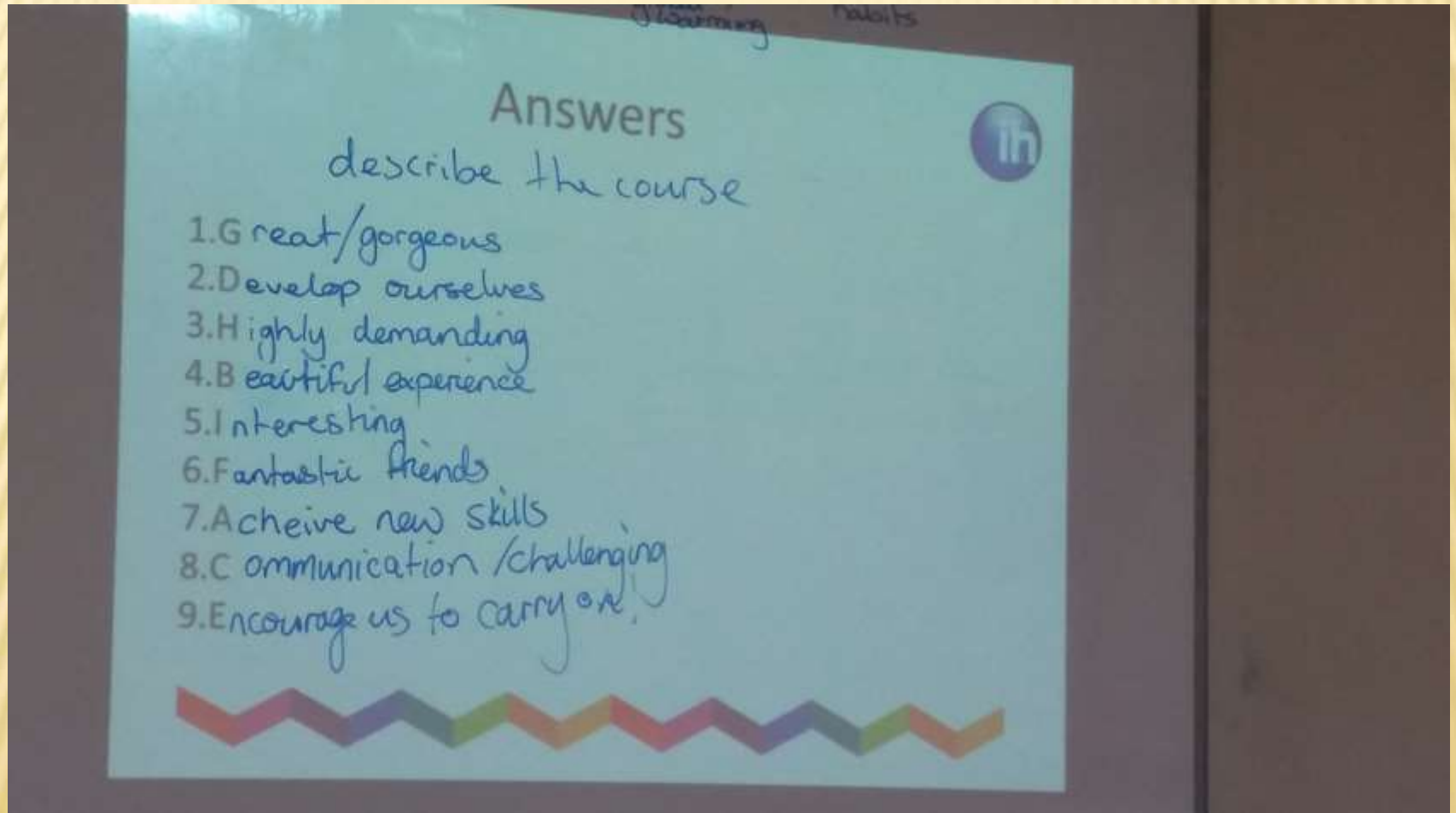
DANNY: ANOTHER TASK FOR YOU!



... WELL DONE!



... FINAL REFLECTION





... Francesca D.T., Gianluca F., Maria Rosa C., Mariarosaria V., Mirella F.