

CLIL технология на уроках иностранного языка

Морозова Любовь Юрьевна



Content and
Language
Integrated
Learning

CLIL

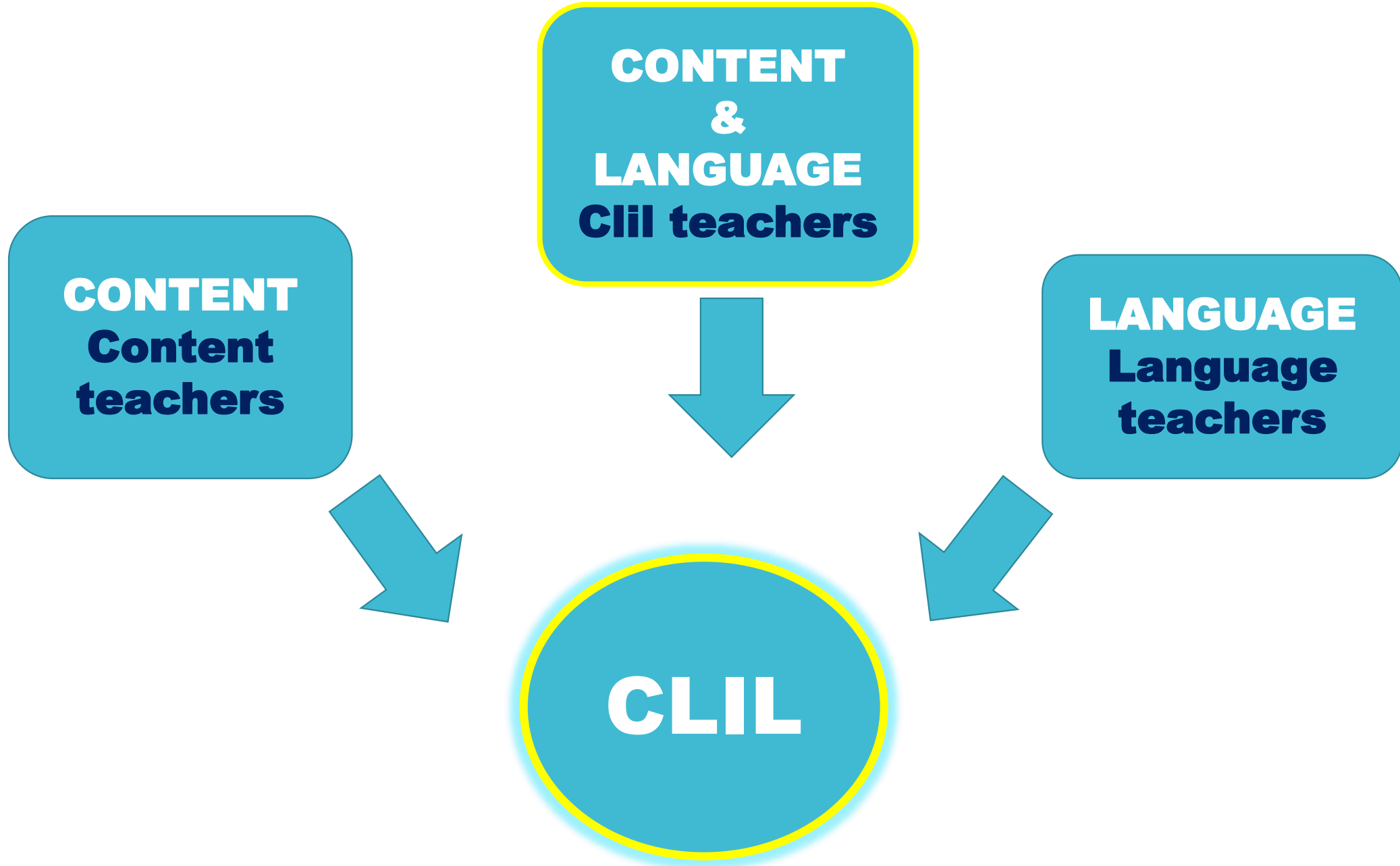
**Предметно-
языковое
интегрированное
обучение**

1994 г.


Давид Марш
Анна Мальерс

Финляндия

Термин **CLIL** был предложен впервые как методология преподавания неязыковых предметов на иностранном языке.



1 Look at the pictures. How are they related to the title of the text?

2  Colours have different meanings. What does red symbolise in each picture: *protection? danger? respect? love?* Decide in pairs. Read and check.



What does
RED?
mean •

*Colours are all around us and they can mean or symbolise different things. Let's take a look at ... **RED**.*

Red can be the colour of danger. When



The Nervous System

1

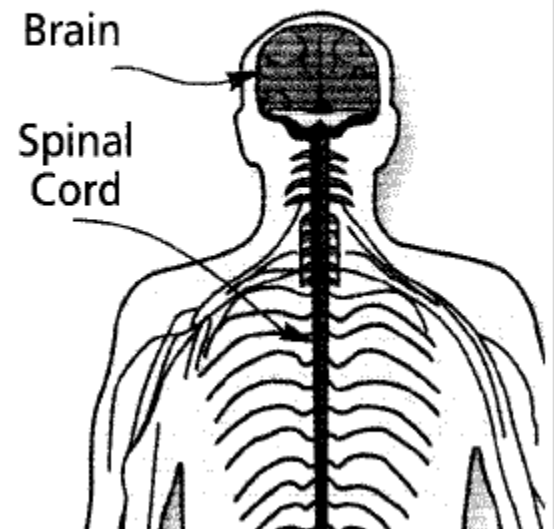
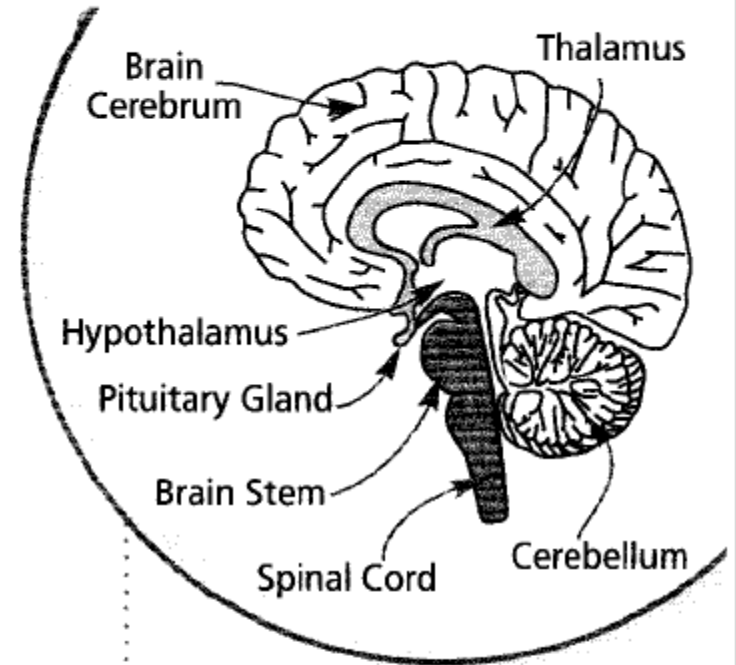
The nervous system is the control centre of the body. It consists of the brain, the spinal cord, which runs from the brain and down through your backbone, and a gigantic network of nerves.

2

The brain is like the central computer for the nervous system. It receives messages from different parts of the body, and then tells the body how to react. If you touch a hot pan by accident, for example, the nerves in your skin form a message of pain. The message gets passed on through the nerves in the spinal cord to the nerves in the brain. The brain takes this message, translates it, then sends a message back telling the muscles to pull your hand away from the heat. This all happens in less than a second!

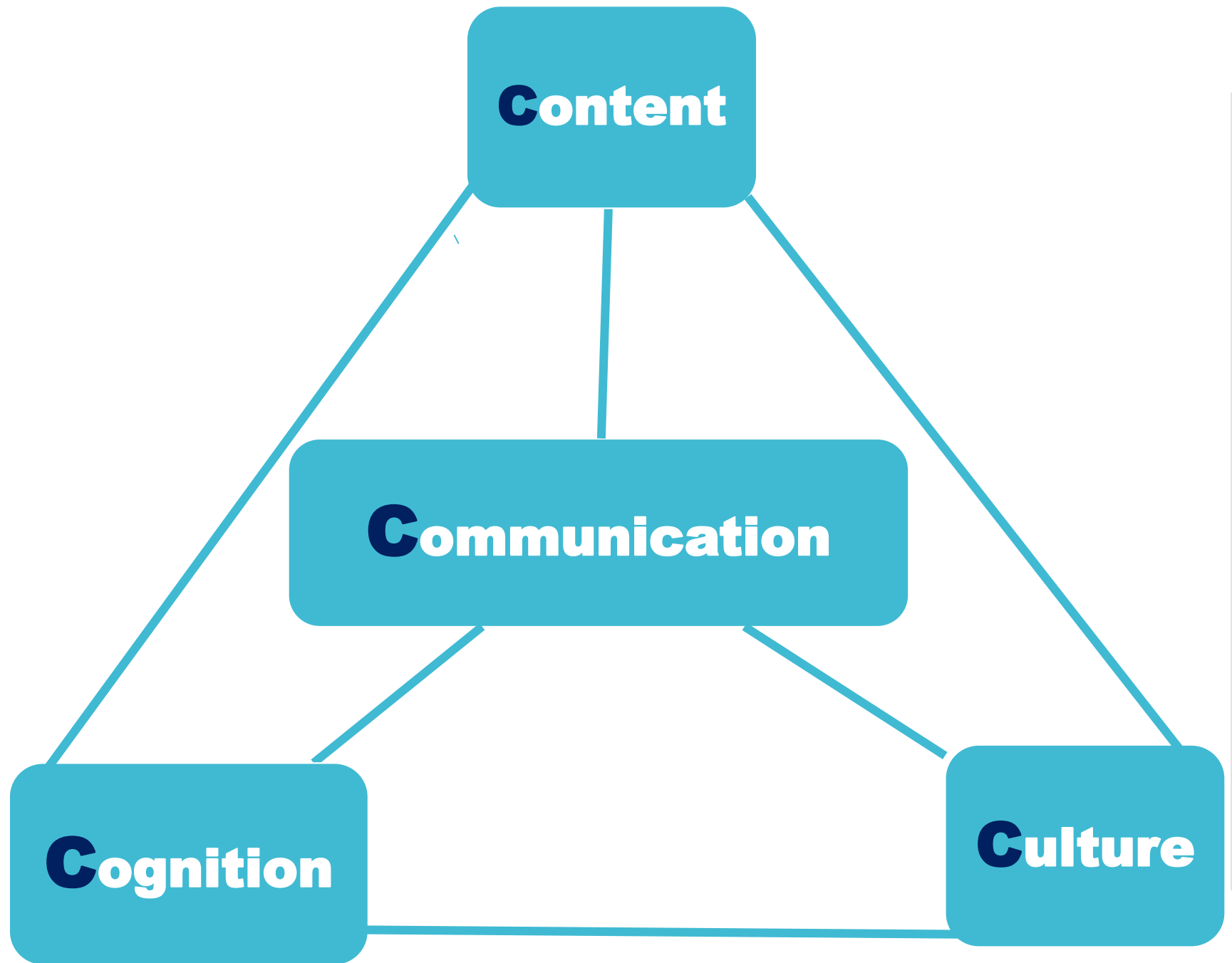
3

The brain is a very complex organ with many different parts. The biggest part is the cerebrum, responsible for intelligence, memory, personality, emotion, speech and the



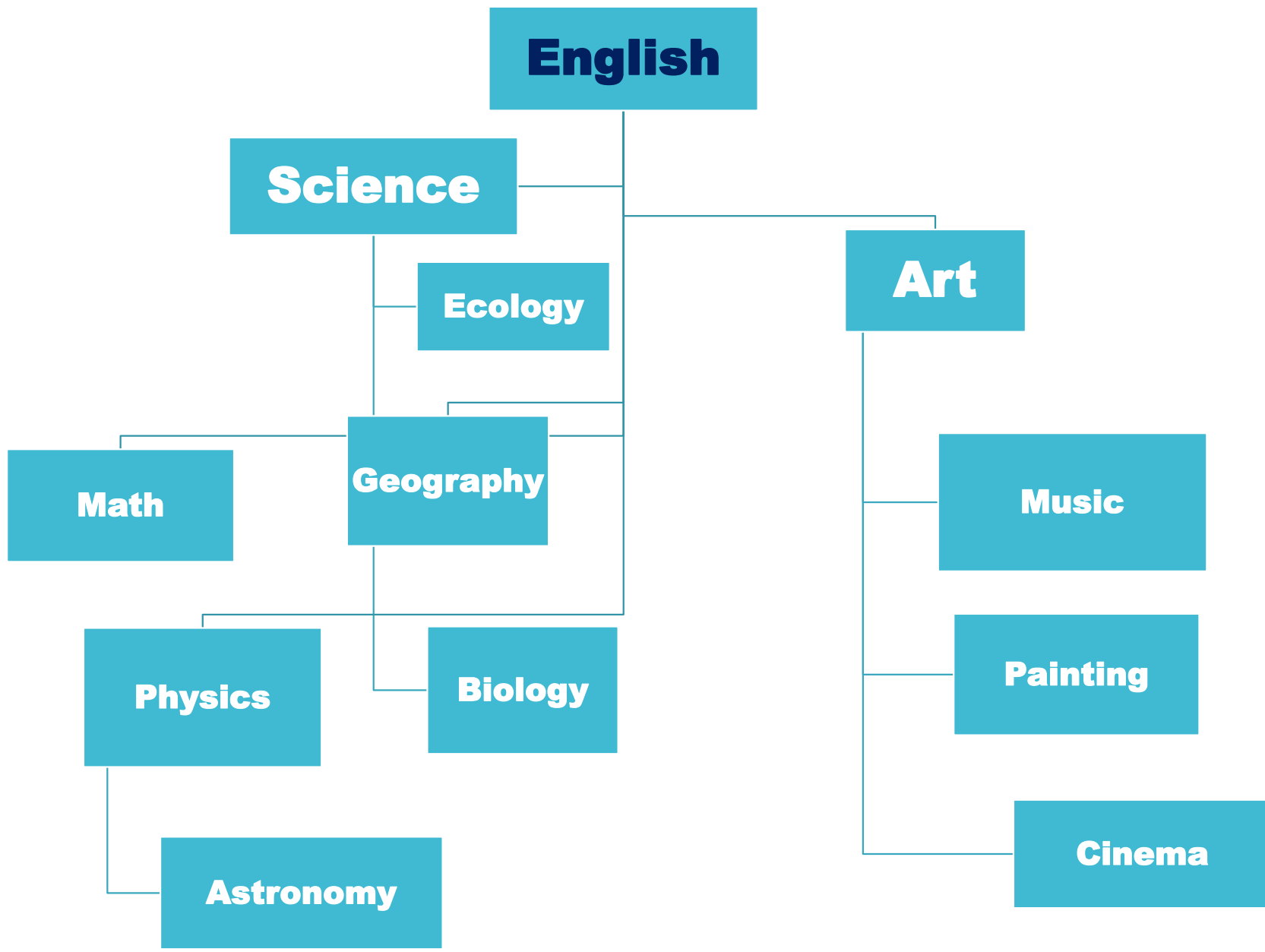
The 4Cs framework

CLIL




C
o
n
t
e
n
t

межпредметные СВЯЗИ



Reading & Listening

- How are the pictures related to the title of the text? Are they about swimming in the sea/pool?
- Read the introduction to the text. What is it about? What do you expect to read in the rest of the text? Read and check.
- a)  Read the text again and match the headings (a-h) to the rules (1-7). There is one extra heading. Listen and check.

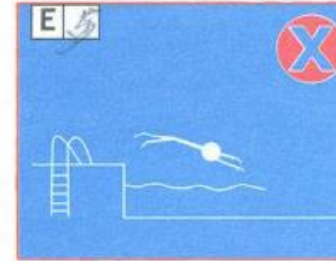
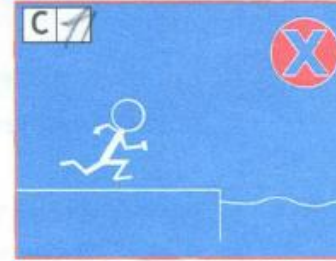
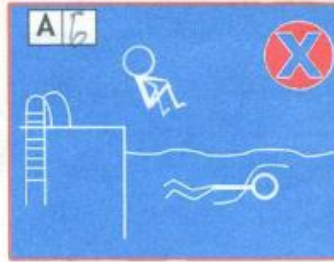
- a DON'T SWIM AFTER EATING
- b FOLLOW THE RULES
- c NO GLASS BOTTLES
- d NO DIVING
- e DON'T RUN
- f NO DIVE-BOMBING
- g OBEY THE LIFEGUARDS
- h NO PUSHING

Study skills

Visual context clues

Pictures, drawings, charts and other types of visuals help the reader understand the meaning of words.

When it comes to sporting activities, swimming in the pool can be great exercise but also very dangerous. This simple guide will show and explain the rules you need to follow in and around water.



Safe Splashing

- Do not play or run around the pool. The surface is wet and you might slip.
- YOU probably know how to swim, but some people DON'T. Do not push anyone in because you can put them in danger.
- You shouldn't eat before swimming because it can lead to stomach cramps and a risk of drowning.

C
o
g
n
i
t
i
o
n

**Вовлечение учащихся
в активный процесс
познания сути
изучаемых явлений**

2a Reading Skills

Stress*

A definition, friends, of stress:
Your own reaction to a mess.
Stress from pains to pleasures range,
The common element is change.
Adapt or die, and that's a fact,
And so our bodies must react:
The heart speeds up, the gut slows down,
Facial muscles snarl or frown.
The point is, stress is not unique,
It doesn't mean you're dumb or weak.
Common both to man and beast,
It proves you're still alive, at least!

from a poem by William Goldsmith, MD

**MD= (Doctor of Medicine)*



Speaking

4 **RNE** *Portfolio:* Prepare a two-minute talk on stress. Include: • what it is and what causes it • how it affects our bodies • what stresses you out • what you do to relieve stress



You're studying hard for your A-levels*, you've got a part time job, your parents are in the middle of 1) a divorce and you're worried that your best friend is mad at you. Basically, you feel like you're losing control! Sound familiar? Well, you're not 2), because 92% of British teens feel stressed. So, as the pressure mounts in the run-up to exams, we thought we'd give you the lowdown on what stress is and does and, most importantly, what we can do about it!

The lowdown on stress

In a nutshell, "stress" is the 3) our bodies and minds react to life's changes. Not all stress is bad! In stressful situations, the nervous system causes muscles to **tense**, breathing to become **shallow** and adrenaline to be released into your bloodstream as your body gets ready to 4) challenges with focus and strength. So, a little stress can keep you on your toes! But, in the long term, it can put too much strain on your heart and cause other physical and emotional symptoms such as headaches, depression, forgetfulness and low self-esteem. The good news, however, is that you CAN deal with stress before it gets out of hand! So, take control and REMEMBER YOUR A-B-Cs...

A is for ACTION

You can take action when stress is created by something you can control! If you have too many things to do, for example, try to break tasks down into smaller 'chunks', and deal with one thing at a time in order of priority. Perhaps it's just that you've taken on too much! If so, give 5) an after-school activity for a while, for example, or ask a friend or family member to help you lighten the load.

B is for BEAR IT

If there's nothing you can do, you'll just have to 'grin and bear it!' If, at first, you can't change your feelings, learn how to control your thoughts. When you feel overwhelmed, take slow, 6) breaths and count to ten. Later, once you've calmed down, analyse the problem **rationally**. Perhaps you could repeat a saying to help you accept your situation, such as "One day I'll laugh about this". Also, try to keep things in perspective and don't be too dramatic! Saying that you're 'pulling your hair out' or that your workload 'is killing you' will only make you feel worse!

C is for COPE

Find ways to handle your stress! For a start, doing something relaxing, such as going for a walk or for a coffee with a friend, will help take your 7) off the things that are bugging you. Or perhaps writing poetry or keeping a diary will help you to 8) with your negative emotions. Last but not least, getting enough sleep, exercising and eating regular, **nutritious** meals are all **essential** for coping with stress! Above all, try to keep a sense of humour and a **positive** attitude! You don't have to let your problems rule your life!

Лист решения проблем

- 1. What is the main problem?**
- 2. What important information have you found?**
- 3. What do you know else about this problem?**
- 4. Find 3 main solution of the problem.**
- 5. What is the most suitable solution? Why?**

Cognition

- Развитие мышления при помощи таксономии мыслительных процессов, например, **применить, проанализировать, оценить, сравнить** и тд.

4



Sat Oct 30 20:11:54

Anna

I was out shopping in the town centre when suddenly, something that looked like **bird mess** landed on my shoulder! Immediately, a **so-called** passer by appeared with a cloth to wipe it off. It wasn't until I **reached for** my wallet to buy something that I **realised** it had been stolen. When I reported the crime to the police, I was told that this has been happening a lot lately. These people are professional pickpockets, who use any **means** they can to distract their victims!

1.	Victim's name	Ann
2.	What happened?	<i>Someone stole her purse</i>
3.	Crime, criminal	<i>Pick pocketing, pickpocket</i>
4.	Where it happened?	<i>Shopping center</i>
5.	Why did it happen?	<i>She was careless</i>
6.	Was the criminal caught?	<i>No</i>
7.	What punishment would be?	<i>Do a community service for a week</i>
8.	What advice can you give?	<i>Be careful with the money in crowded places.</i>

С

и

л

т

и

р

е

Культурологические знания

Culture

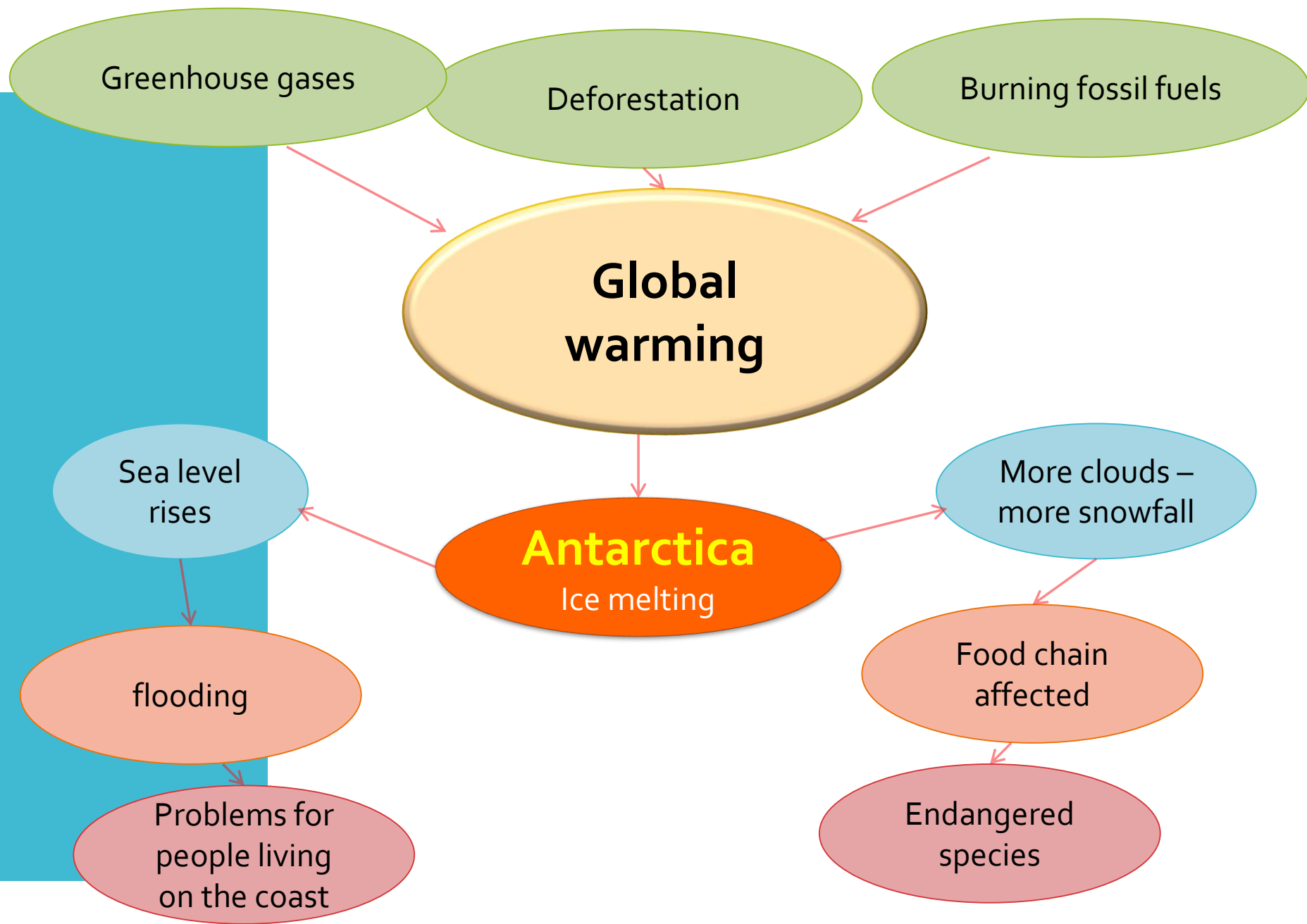
- Explore and identify the concept of the topic in Russia and other countries.
- Become aware of the importance of taking into account specifics of reality in different countries.

What do they have in common?



Communi- cation

использование средств
иностранного языка для
получения знаний по
какому-либо предмету



Language

```
graph TD; Language[Language] --- Of_learning[Of learning]; Language --- For_learning[For learning]; Language --- Through_learning[Through learning]; Of_learning --- Key_vocabulary[Key topic vocabulary, grammar]; For_learning --- W_questions[w-questions, comparing, calculating...]; Through_learning --- Spontaneous[Spontaneous lg, identifying the lg for the activity];
```

Of learning

**Key topic
vocabulary,
grammar**

For learning

**w-questions,
comparing,
calculating...**

**Through
learning**

**Spontaneous
lg, identifying
the lg for the
activity**

**Как
преподавать
по
технологии
CLIL**



**В
зависимости
от степени
погружения в
CLIL**

- **Культурный аспект**
- **Социальный аспект**
- **Языковой аспект**
- **Предметный аспект**
- **Обучающий аспект**

**Модели
внедрения
CLIL**

CLIL

Hard

Medium

Soft

Педагогические принципы

Джереми
Хармер,
Маттиас Бел

для успешного
внедрения CLIL

- интенсивное взаимодействие в классе между преподавателем и учеником, между учащимися;
- активная работа в парах и группах;
- использование **аутентичного** учебного материала;
- поликультурность;
- развитие креативного мышления;
- активная поддержка и помощь преподавателя в процессе обучения.

Ключевые характеристики эффективного преподавания

Ясность урока	Логическая пошаговая последовательность; ясная и четкая подача
Вариативность преподавания	Разнообразие учебных материалов, типов опроса, видов обратной связи, стратегий преподавания
Нацеленность на выполнение задания	<u>Нацеленность на результат (содержательность)</u> в отличие от нацеленности на процесс, максимальный охват содержания, и времени преподавания
Вовлеченность учащегося	Уменьшение отвлекающих моментов, вовлечение учащихся в работу, осмысление и изучение содержания
Степень успешности	От 60 до 70 % времени должно быть отдано работе над заданием, что обеспечит средний и высокий уровень успешности

Преимущества CLIL

С.А. Григорян
Е.А. Лебедева

2014 г.

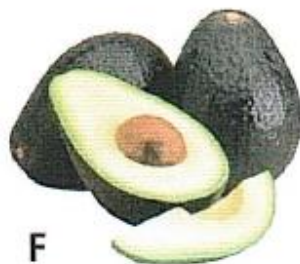
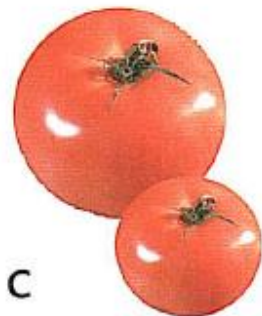
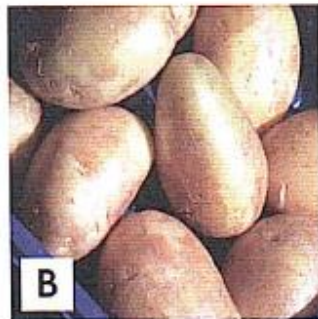
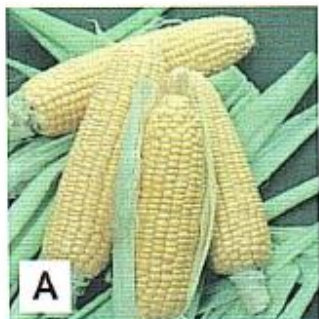
- возможность погружения в языковую среду
- ярко-выраженная **практическая направленность** языкового обучения
- развитие когнитивных навыков
- развитие дискурсивных умений на родном и на иностранном языке
- приобретение культурологических знаний
- усиление **мотивации** благодаря использованию иноязычных компетенций **в значимом контексте**
- повышение конкурентоспособности выпускников
- развитие толерантности

Слабые стороны

С.А. Григорян
Е.А. Лебедева

- изначально низкий уровень владения иноязычными компетенциями
- недостаточность кадрового потенциала
- отсутствие необходимых учебных комплексов по специальности на иностранном языке
- отсутствие методических курсов / курсов повышения квалификации для преподавателей, реализующий CLIL (исключение **ТКТ: CLIL**)
- низкий уровень взаимодействия преподавателей-предметников и преподавателей иностранного языка

Food from Afar



1 Match the words to the photos.

- 1 cocoa (chocolate)
- 2 pumpkin
- 3 beans
- 4 pineapples
- 5 vanilla
- 6 peanuts
- 7 sunflower
- 8 potatoes
- 9 avocados
- 10 sweetcorn
- 11 chilli peppers
- 12 tomatoes

2 Play the Memory Game. Look at the food for thirty seconds and then close your books. Work in pairs and check how many exotic foods you can remember.



C 1.36

3 Do you know where pumpkins and pineapples are originally from? Discuss in pairs. Then listen and read the text to check your answer.

People believe that the Italian born explorer first went to sea when he was only ten years old. His first voyage, in search of new trading routes between Europe and India, was in 1492. Christopher Columbus left Spain and sailed west with three ships, *Santa Maria*, *Pinta* and *Niña*. After five weeks he arrived at the Bahamas. He thought it was India, but he actually discovered the new continent America. On the next trip he made, he took seventeen ships, bringing back lots more exotic foods. Pumpkins, for instance, coming from Mexico, and pineapples from the Caribbean.



4 Read the text again and answer the questions.

Where was Christopher Columbus from?

He was Italian.

- 1 When did Columbus first go to sea?
- 2 What were the names of the ships Columbus took for his first voyage?
- 3 Which islands did he discover in 1492?
- 4 How many ships did he take on his second trip?



Project Time

Find out where these foods are originally from. Then report to the class.

banana sugar pepper coconut

How is Chocolate Produced?

1 Work in pairs. Think of how we use chocolate.

You can use chocolate for... hot chocolate.

2 Read the information card and complete the sentences. Then listen and check.

Chocolate is made from cocoa whose scientific name is *Theobroma*, a Greek word.

Chocolate comes from

(1) _____ Africa,

(2) _____ and

(3) _____ America

and (4) _____

Countries. It is full of

(5) _____ for example

(6) _____ and

(7) _____. It is also

good for you because it

gives you (8) _____.

CHOCOLATE INFORMATION CARD

Derivation:

Fruit of the cocoa tree.



Scientific Name:

Theobroma = 'food for the gods' in Greek.

Origins:

West Africa (Ivory Coast, Nigeria, Uganda, Tanzania, Cameroon) Central and South America (Mexico, Brazil, Colombia, Ecuador), Eastern Countries (Malaysia, Papua New Guinea).

Medicinal Properties:

Cocoa and chocolate are full of minerals, including magnesium and iron. It has anti-oxidant (anti-ageing) properties. It gives you energy and helps you overcome fatigue.

3 Here is how chocolate is made. Look at the photos. They are in the correct order. Using the photos put the phrases into the correct order. The first and last are in the right place.

- 1 Farmers pick the ripe pods in the plantation and open them.
- They roast the cocoa beans then add sugar.
- The beans dry in the sun.
- They melt the beans so they become chocolate concentrate.
- They heat the mixture twice and pour it into moulds.
- They send the beans to chocolate factories.
- 7 They wrap the chocolate bars in paper and deliver them to the shops.



Project Time

Work in groups, create a poster about chocolate. Use the information from this page and add any other information you can find out.

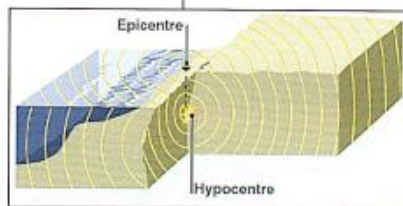
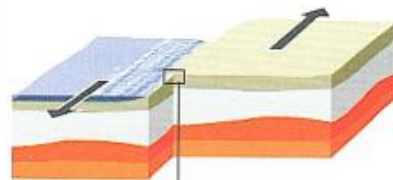
What are earthquakes?



1 Look at the picture and fill in the gaps with the words below, then listen and check.

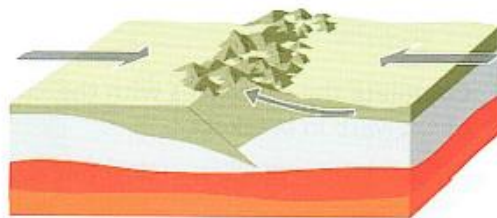
million earthquake energy plates ~~continents~~

In the beginning all the continents in the world were joined together. This was called *Pangaea*. The continents slowly started to separate and continue to move today.

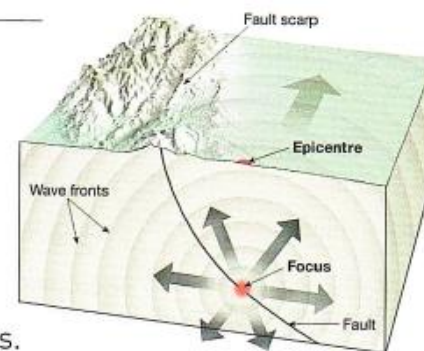
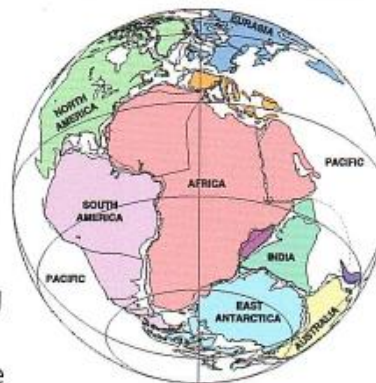


Earthquakes are sudden shocks, shaking or rolling of the earth's surface. There are more than a (1) _____ earthquakes in the world each year.

As the plates move they put forces on themselves and each other. When the force is great enough, the Earth's crust breaks. This stress is released as energy. The (2) _____ moves through the earth as waves.



There are about twenty (3) _____ along the surface of the earth. They move continuously and slowly past each other. When the plates squeeze or stretch, large rocks form at their edges. The rocks move causing an (4) _____.



- 2** Work in pairs. Underline the key information about earthquakes in the text.



Project Time

Find out about the meaning of these words that relate to the topic earthquakes and report back to the class.

epicentre seismograph Richter scale

Earthquake Safety Tips

- 1 What are the three key things to remember in an earthquake?
Complete the sentences with the verbs in the box.

cover
hold on
drop



- 1 _____ to the ground and stay under something strong.



- 2 _____ and protect your head by pressing your face against your arm.

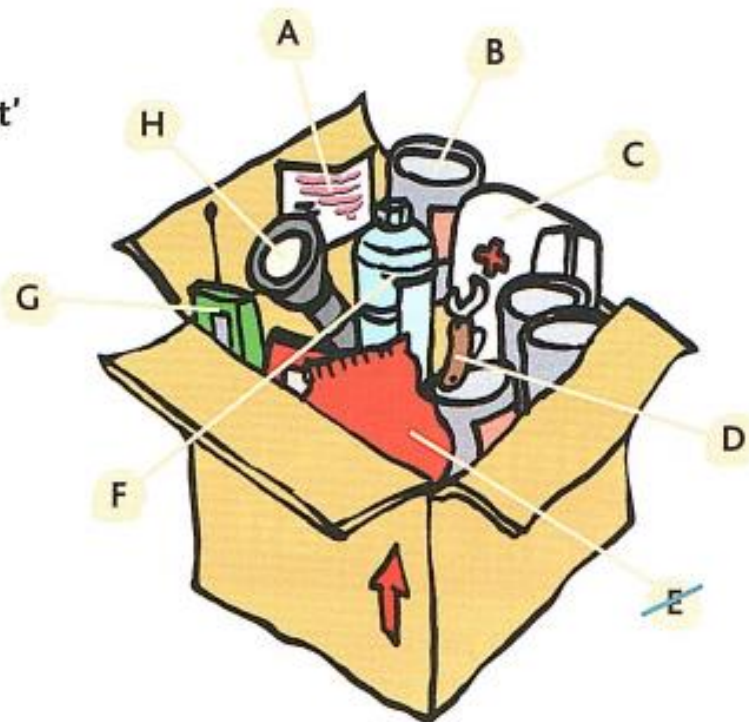


- 3 _____ to something strong and be prepared to shake with it.

What to do before an earthquake.

- 2 Match the items in your 'Disaster Supplies Kit' with the words below.

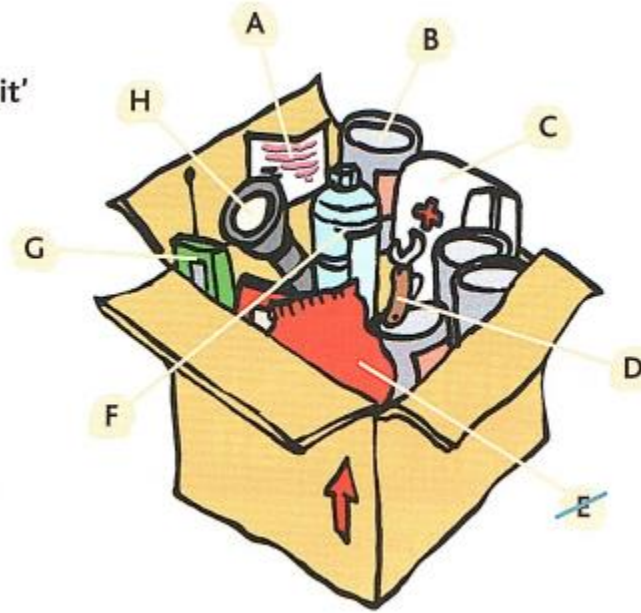
- E protective clothing
- 1 canned food
- 2 battery-operated radio
- 3 torch
- 4 first aid kit
- 5 bottled water
- 6 written instructions on how to turn off electricity, gas and water
- 7 can opener



What to do before an earthquake.

2 Match the items in your 'Disaster Supplies Kit' with the words below.

- E protective clothing
- 1 canned food
- 2 battery-operated radio
- 3 torch
- 4 first aid kit
- 5 bottled water
- 6 written instructions on how to turn off electricity, gas and water
- 7 can opener



3 Play the Memory Game. Look at the Disaster Supplies Kit for thirty seconds and then close your books. See how many important items you can remember.

What to do during an earthquake.



4 Complete the sentences by matching up the two halves to learn what to do during an earthquake. Then listen and check.

- | | |
|---|--|
| 1 <input checked="" type="checkbox"/> B If you're outdoors, | A go under your bed. |
| 2 <input type="checkbox"/> If you're in bed, | <input checked="" type="checkbox"/> B find a clear spot away from buildings, trees and power lines. Then drop to the ground. |
| 3 <input type="checkbox"/> If you're indoors, | C slow down and drive to a safe place. |
| 4 <input type="checkbox"/> If you're in a car, | D stay away from windows. |

Project Time

Draw a map of your home and mark safe places on it remembering the three key safety tips: drop, cover and hold on.



Things made from recycled materials

1 58 Listen and repeat.

2 Match the words with the pictures.

- 1 paper
- 2 plastic
- 3 metal
- 4 fabric
- 5 glass



stick together throw away weave
keep safe dry tie together

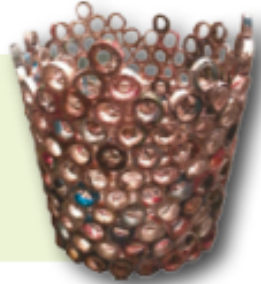
3 Read about the creative ideas. Which idea do you like best?

We can recycle paper and cardboard, metal, plastic, wood, fabric and glass. Bottle factories usually collect old bottles to recycle into new bottles and paper factories often turn old paper into new paper. But sometimes designers think of very creative ideas to make new things out of old things. Look at these!

3 Read about the creative ideas. Which idea do you like best?

We can recycle paper and cardboard, metal, plastic, wood, fabric and glass. Bottle factories usually collect old bottles to recycle into new bottles and paper factories often turn old paper into new paper. But sometimes designers think of very creative ideas to make new things out of old things. Look at these!

- 1 Use old magazines to make this pretty wastepaper bin. Make rolls of paper and then stick the rolls together with strong glue.



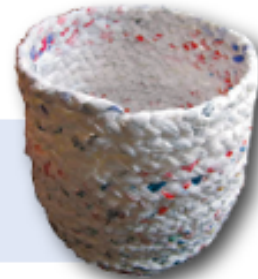
- 2 When there isn't any ink in your pen, don't throw it away. Keep it safe until you have a collection. Then, when you've got lots, you can make a unique chandelier to decorate and light up any room in the house.



- 3 Don't throw your sweet wrappers in the bin! Spend a few hours on a rainy afternoon making this colourful bracelet.



- 4 If you've got lots of old coloured plastic bags, weave them together to make a useful basket for the house or garden.



- 5 Collect old clothes from your family and friends. Wash and dry them, and then tie them together to make a comfortable fabric chair for your bedroom!



Project

Find another recycling idea.

Plan

Choose a material from the list in exercise 2.

Research

Go to <https://www.freekidscrafts.com/recycled-crafts/> and look at the ideas for making things from the recycled material you chose.

Prepare

Choose one of the ideas, read the instructions and collect the things you need.

Present your material

Make your recycled thing and take it into class to show your teacher and classmates.

OCEAN NOISE POLLUTION

Noise annoys all of us from time to time, but for some **marine** animals, too much noise can be deadly!

1 Many ocean creatures, such as whales, seals, sea lions and dolphins, experience their whole world through sound. Whales, for example, use low-frequency sound waves to keep track of each other, tell others where food is available, and find each other to **breed**. Whales that are sometimes hundreds or even thousands of kilometres away must listen very carefully to hear the faint sounds of these 'whale songs'.

2 Unfortunately, in the last one hundred years, humans have begun flooding the oceans with noise, from off-shore oil **drilling** and the use of explosives for underwater mining, to shipping traffic and military operations. In fact, the ocean is ten times noisier than it was in 1960! As a result, sea creatures can no longer hear and communicate with each other. A blue whale born in 1940, for example, was able to hear sounds from up to 1,000 miles away. Today, this 'hearing bubble' has been reduced to only 100 miles, making it much harder for it to locate a **mate**. Evidence is also growing that sound **blasts** from military sonar* are so intense that they cause bleeding of the eyes, ears and organs in whales and dolphins. Some also suspect that noise, even if it is quieter than the engine of an average motorboat, can cause whales and other mammals to swim miles away from breeding or feeding grounds, or even to become stranded.

2 **RNE** Read again and match the headings to the paragraphs. There is one heading that you don't need to use.

- A Deadly Noises
- B No Solution
- C A Difficult Job
- D A World of Sound

3 Match the underlined words/phrases to their meanings below. Then, explain the words/phrases in bold.

- strong • know where sth/sb is
- weak • unable to leave a place
- extreme

4 *Portfolio:* Imagine you are an environmentalist trying to persuade a company to stop making noise near ocean animals. Give a two-minute talk.

3

So, can anything be done about this? Well, environmentalists are currently campaigning for ships and oil companies to move away from areas where there are a lot of sea mammals. They also believe that there should be laws or at least international agreements to control noise levels at sea. However, they certainly haven't got an easy job! Many people don't even believe, or don't want to believe, that ocean noise can have such a drastic effect on animals.

*equipment that uses sound waves to calculate the position of sth

5

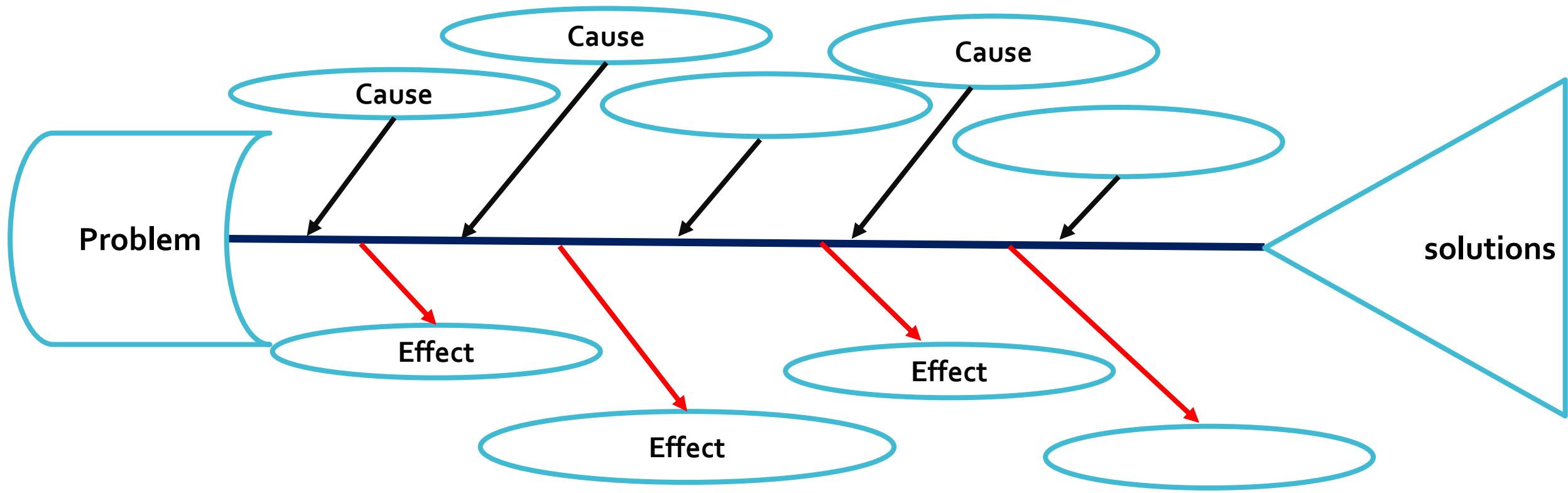
THINK!

Discuss

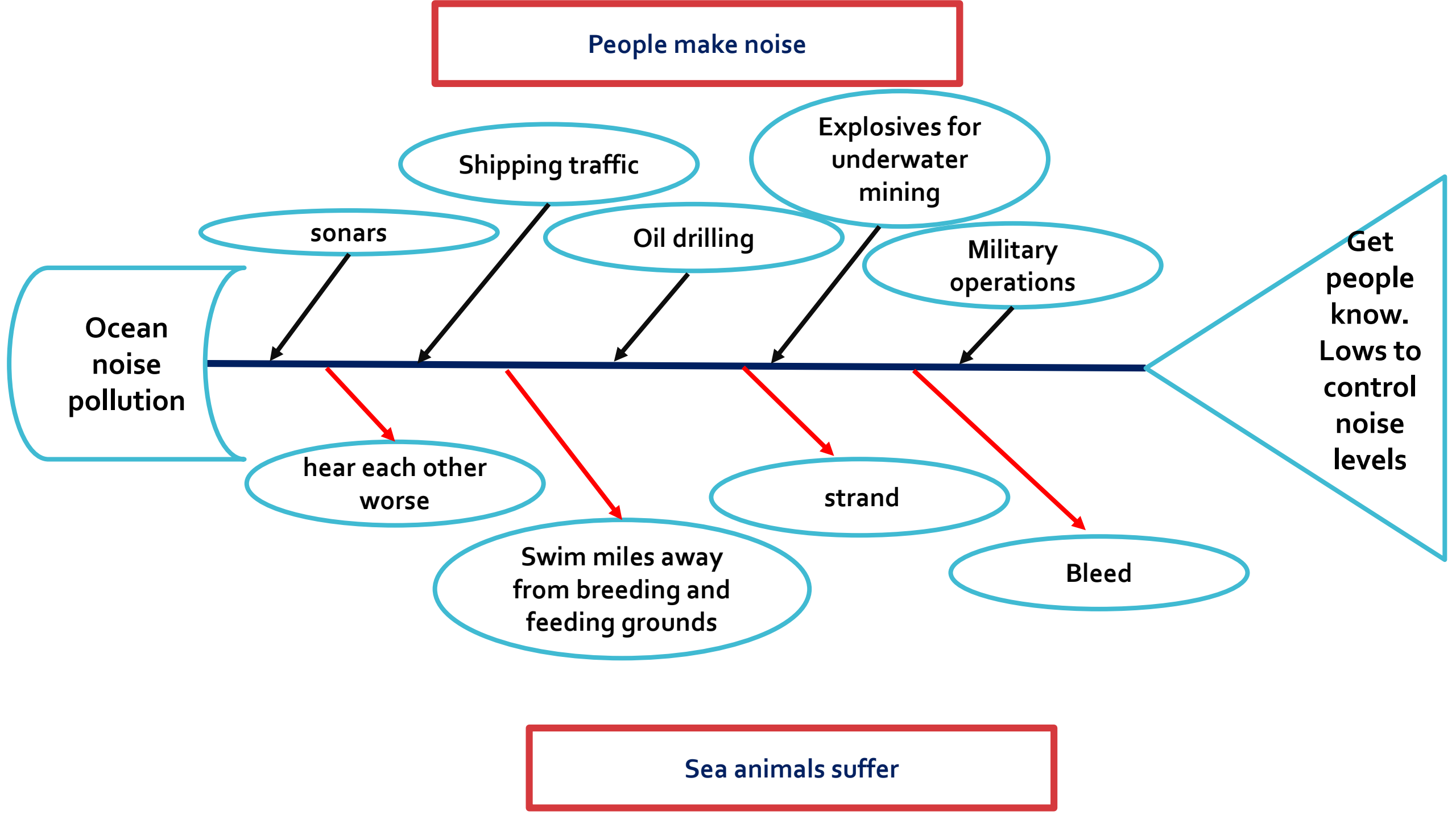
Baby seal



People



Sea animals





CLIL ART