

## CLIL LESSON PLAN

**School:**  
**Learners' age:** 16y  
**Subject:** Geography  
**Topic:** Volcanos

**Aims:**

**Content:** finding out about volcanos based on Ss interest, practising information processing.

**Language:** finding out about important new terms, practising reading, inferring, explaining

**Thinking skills:** understanding reactions to natural phenomena, observing, reporting and classifying, sequencing, summarizing and justifying.

**Social skills:** cooperation.

| Ref. No. of Activ. | Time | Work form                 | Activity  | Materials                    |
|--------------------|------|---------------------------|---|------------------------------|
| <b>Lead-in:</b>    |      |                           |   |                              |
| 1                  | 5'   | Individual<br>Whole class | T asks Ss to think about what they already know about volcanos and what they would like to find out while s/ he plays a video of volcanos ( <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> ) with some music in the background. <i>(Students' background knowledge is activated.)</i><br>1st T asks how Ss found the video. <i>(Ss emotional reaction to images+music)</i> T puts Ss' vocab/ adjectives on board. (eg. formidable). | Computer<br>Projector<br>CD  |
| <b>Core part:</b>  |      |                           |   |                              |
| 2                  | 5'   | Whole class               | T collects Ss' ideas on the board. Then s/ he asks them to agree on an outline for the lesson based on what they want to find out, e.g. <i>where v. can be found, how dangerous they are, how they work, etc.</i> T sets time limit. T checks the outline and may suggest other aspects to find out.  |                              |
| 3                  | 3'   | Groupwork                 | Ss are grouped into threes or fours. (Max. 5 groups.)<br>Ss come to the front of the class and choose from the materials that are   | Maps, photos, texts, diagram |

# Clil A Lesson Plan

**Scott C. Dulebohn**



## **Clil A Lesson Plan:**

**A Journey through the Content and Language Integrated Learning Landscape** Carmel Mary Coonan, Luciana Favaro, Marcella Menegale, 2017-11-06 Interest in Content and Language Integrated Learning CLIL in Europe and beyond has increased exponentially since it first appeared on the scene in Europe in the early 1990s CLIL has grown to become a much discussed topic of language education today with the number of publications pertaining to the field continuing to increase Researchers teachers teacher trainers course planners and others involved in CLIL are constantly searching for new studies to help them understand how CLIL is evolving and how best it can be implemented As the concept is now informing the pedagogical principles of different educational realities research and reflection are now required to further understand its potential and implications its inherent difficulties and possible applications This volume was conceived with this idea in mind The book primarily covers three macro areas learning teaching and training It provides insight into the latest areas of research and reflection that are characterizing the CLIL field in the current decade The wide range of topics covered reveal for example a shift in interest towards CLIL at the tertiary level focusing on lecturer and student perceptions and problems

*Learning to Plan Modern Languages Lessons* Cheryl Mackay, 2019-05-03 *Learning to Plan Modern Languages Lessons* contains a wealth of guidance and ideas for those learning to teach in secondary schools Drawing on extensive experience and research in the field it offers detailed explanation of basic lesson planning methods and the principles that underpin them illustrated by worked examples of well planned lessons The book shows how to progress from planning smaller activities to full lessons to sequences of lessons and how to ensure progression for your students Specific aspects of language learning such as grammar and culture are explored together with ideas for how to make your planning skills more effective in long term collaborative and reflective practice Starting from a presentation practice production PPP model of language teaching the book aims to provide structured practical starting points in lesson planning for beginning teachers of modern languages ML deepen knowledge and understanding of ML as a subject and how it is learnt pedagogical subject knowledge in order to inform and support planning decisions develop understanding of lesson planning as part of a planning cycle enhance understanding of strategies and professional development opportunities to promote the further development of planning abilities Including reflective discussion tasks and example lesson plans *Learning to Plan Modern Languages Lessons* is a must read book for beginning and more experienced teachers of any modern language

**Handbook of Research on Training Teachers for Bilingual Education in Primary Schools** Estrada Chichón, José Luis, Zayas Martínez, Francisco, 2023-02-06 Modern societies tend to demand innovative learning modalities in which foreign languages are used to teach content subjects from very early educational stages Education authorities in different geographical areas of the world are currently working to determine how bilingual teaching should be developed depending along with many other factors on the initial training of bilingual education teachers On this basis it is necessary to review how tertiary education

institutions deal with the theoretical foundations and practical approaches necessary for this learning modality to train bilingual education teachers for primary schools The Handbook of Research on Training Teachers for Bilingual Education in Primary Schools includes international experiences of teacher training for bilingual education in primary schools in which educators should be able to recognize themselves and identify concrete working formulas to apply in their daily work Covering key topics such as teacher training language learning and primary education this reference work is ideal for administrators teacher trainers policymakers researchers scholars practitioners academicians instructors and students

*Content and Language Integrated Learning. An Exemplary Lesson Plan*, 2024-04-18 Seminar paper from the year 2018 in the subject Didactics English grade 2 0 University of G ttingen language English abstract This paper is dedicated to the concept of CLIL Content and Language Integrated Learning In order to get a good impression of what this means the first chapter will introduce the concepts and theory of CLIL and explain why it should be used In the following chapters I will present a lesson I have developed about the structure of North American cities In this lesson the learners will draw their own map of Rochester NY guided by a step by step instruction and finally I will reflect the lesson and evaluate it It becomes indisputably more important to be able to speak more than one language as the world is constantly growing together This raises the question what ways there are to obtain the skill to speak another language apart from the native language The appendix includes the complete material for the lesson including worksheets and everything else that was used as well as the lesson plan Assessing Language Teachers' Professional Skills and Knowledge Rosemary Wilson, Monica

Poulter, 2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students International Journal of Language Studies (IJLS) Đ volume 13(4) Mohammad Ali Salmani Nodoushan, 2019-09-27 Special issue on ESP Reflections and perspectives includes and editorial an introduction and nine papers on English for Specific Purposes and CLIL **Interdisciplinary**

## **Research and Innovation in Bilingual and Second Language Teacher Education** M. Dolores

Ramírez-Verdugo, 2024-04-12 The book provides a comprehensive overview of international pedagogical approaches research innovation experiences and best practices in bilingual and second language education to enhance bilingual teacher education programs The book clearly outlines the need for an interdisciplinary and interconnected approach to effecting successful bilingual teacher education programs Featuring practical examples from a wide range of geographic contexts throughout the volume comprises diverse pedagogical approaches to bilingual and second language teacher education bilingual and plurilingual education storytelling digital storytelling and digital technology and content and language integrated learning CLIL including methodological strategies in bilingual education as well as quality standards in CLIL syllabus design assessment The book concludes by reflecting on the lessons learned from research and identifies future directions for bilingual education programs and bilingual teacher education The volume will be of interest to students and scholars in bilingual and second language education bilingual teacher education CLIL as well as educators and stakeholders in bilingual CLIL and English teacher education degree programs *A School Garden Project. A Planned CLIL Unit* Jennifer Müller, 2023-05-15 Lesson Plan from the year 2022 in the subject Didactics for the subject English Miscellaneous grade 1 3 Martin Luther University Institut für Schulpädagogik und Grundschuldidaktik course Content and Language Integrated Learning in the Classroom language English abstract One of the main characteristics of CLIL is that students learn about content e.g. science ethics or physical education and through an additional language other than their mother tongue When it comes to evaluate the potential of CLIL the pros and also the challenges of teaching content and language at the same time have to be considered Therefore it should also be differentiated that there are differences between Hard CLIL and Soft CLIL Hard CLIL focuses on the main goal of acquisition of subject knowledge It is taught by a teacher of this specific subject who has to follow the curriculum Other than that Soft CLIL puts emphasis on language benefits and takes up parts of the curriculum of a subject only There the teacher of a foreign language holds the lesson or units During our seminar we focused on Soft CLIL but there is still a lack of already prepared and tested material for both types of CLIL The choice of which CLIL is implemented often depends on several factors like teacher availability amount of time the capacity to implement CLIL in general networking etc 13 It is obvious that there has to be thoughtful planning before implementing CLIL in schools But not only before implementing CLIL in the classrooms but also while preparing specific units there has to be thoughtful planning as well because there is a lot to convey in CLIL lessons e.g. the vocabulary and basic skills like reading listening writing speaking as well as the subject content To plan a good lesson the teacher has to be and has to prepare much material using e.g. scaffolding and glossaries This fact can cause time problems for the teacher Apart from that a challenging factor could be the overload of subject input Some students struggle with language issues and therefore could have problems to process the content in the appropriate depth That makes it necessary to very closely supervise the process but this depending on the

number of students can sometimes be quite challenging The teacher has to provide a range of necessary vocabulary with subject terminology to make sure the students are able to follow the content **Lesson Planning** R.c.mishra,2009

**Planning Change, Changing Plans** Denise E. Murray,2008 Adapting change is crucial to success in any area of work This book provides examples of educational innovation and change and documents 12 different instances of innovative plans all of which while achieving some of the original goals found both impediments and opportunities in the change process

Designing and Analyzing Content and Language Integrated Learning (CLIL) Lesson Plans for Primary Education []  
[],2018 CLIL in Context Practical Guidance for Educators Fred Genesee,Else Hamayan,2016-09-08 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education **Acquisition of Teaching Expertise in Content and Language Integrated Learning** Aini-Kristiina Hartiala,2000 Tiivistelm **Lesson Planning for Effective Learning** Martin Fautley,Jonathan Savage,2013-10-16 Lesson planning is the essential component of every teacher s practice and the development of a teacher s skill is built explicitly on a rigorous approach to planning This goes beyond just written plans and includes a process of mental preparation anticipation rehearsal and performance all essential elements of the craft of teaching This book offers heaps of useful advice and key ideas related to planning an effective lesson With clear links between the preparation of writing a lesson plan and the delivery of that lesson plan through your teaching this book explores Common components of lesson planning including learning objectives learning outcomes starters teaching activities and plenaries The lesson plan document what it can and can t do Teaching style and your role in bringing lesson plans to life within your classroom Common pitfalls including time management over and under running optimum learning time and activity sequencing Broader strategies such as differentiation personalisation and assessment Sample lesson planning documents from real teachers Whatever age of pupils you are teaching or whatever subject you are teaching this book helps you develop a clear and concise approach to lesson planning that is an essential and integral part of becoming an effective teacher This is essential reading for all teachers teacher educators and policy makers For new entrants to the profession it offers the opportunity to think beyond the notion of folk pedagogies and to consider how a more powerful theoretical framework might underpin lesson planning It presents essential analysis as to why common approaches to teaching and learning have emerged and become embedded this provides a great opportunity for more experienced teachers to develop a deeper critical understanding of their practice Kate Laurence Institute of Education University of London UK At last A plain speaking book on effective lesson planning **Lesson Planning for Effective Learning** by Martin Fautley and Jonathan Savage combines theoretical perspectives with really useful instantly useable examples from everyday practice Andrew R Mackereth Headteacher Heart of England School In their latest book Martin Fautley and Jonathan Savage start with practice and in deconstructing what teachers do every day apply their deep thinking and reasoned consideration This book articulates

something of what it is to be professional for teachers of all types I heartily recommend this book Simon Spencer Birmingham City University UK This book gives fantastic insight and practical strategies for teachers at all points within their career in order to encourage and embed reflective practice A must have resource for any school Teaching and Learning Group library Hayley McDonagh Senior Leader Golden Hillock School Birmingham Former LA senior adviser working with Schools in Ofsted Category Long Serve in Badminton. Lesson Plan for Badminton Techniques and Tactics in CLIL Sara Ekici, Meike Machunsky, 2016-09-16 Seminar paper from the year 2008 in the subject Didactics Sport Sport Pedagogy grade 100 University of Kassel Fachbereich f r Sprachwissenschaften Bilinguales Unterrichten course CLIL Classroom Observation Analysis and Evaluation language English abstract By the example of the topic Badminton the long serve we will show the importance and relevance of CLIL classes in physical education Here in this case not a typical American or English sport we show its relevance and possibilities for vocabulary training and to learn how to describe movements in English and how to correct mistakes and talk about the actions and rules Intercultural learning is possible with nearly every sport and with its specialities P E lessons are perfect for CLIL First the aims of CLIL classes for the subject of physical education are described Then in the end it is important to see that opposed to general assumptions there are several CLIL aspects that can be easily implemented in physical education classes *The art of lesson planning* Erica Blatt, Jinyoung Kim, 2011-12-30 This booklet is written for pre service teachers in an education program who are in the process of learning how to write a lesson plan This booklet is an introduction to the basic format of a lesson plan and includes a specific structure for writing a lesson plan We have included examples in each section as well as exercises to help pre service teachers gain a better understanding of what to include and not include in each section *Annual Report on English and American Studies* ,2004 **CLIL** Ma Consuelo Barranquero Ramón, 2013 *The Times Index* ,2008 Indexes the Times and its supplements *Ein Überblick über die Grundlagen des Englisch-Lehrens* Adrienne Kaergel, 2018-09-20 Exam Revision from the year 2017 in the subject English Language and Literature Studies Linguistics grade 10 University of Education Weingarten language English abstract This is a short summary about teaching English in general with the main goal of language learning and the historical development of teaching approaches The summary focuses on TSLT Why is TSLT now so popular Characteristics of Tasks The difference between TBLT and TSLT The difference between exercise activity and task Different types of tasks How to analyze Tasks How to design tasks How to work with tasks Task cycle of Willis Project work Strengths and Limitations of TSLT TSLT research What makes a good task The role of the teacher How may TSLT teaching competences be developed

The book delves into Clil A Lesson Plan. Clil A Lesson Plan is a crucial topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Clil A Lesson Plan, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:

- Chapter 1: Introduction to Clil A Lesson Plan
- Chapter 2: Essential Elements of Clil A Lesson Plan
- Chapter 3: Clil A Lesson Plan in Everyday Life
- Chapter 4: Clil A Lesson Plan in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Clil A Lesson Plan. This chapter will explore what Clil A Lesson Plan is, why Clil A Lesson Plan is vital, and how to effectively learn about Clil A Lesson Plan.
3. In chapter 2, this book will delve into the foundational concepts of Clil A Lesson Plan. The second chapter will elucidate the essential principles that must be understood to grasp Clil A Lesson Plan in its entirety.
4. In chapter 3, this book will examine the practical applications of Clil A Lesson Plan in daily life. This chapter will showcase real-world examples of how Clil A Lesson Plan can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Clil A Lesson Plan in specific contexts. This chapter will explore how Clil A Lesson Plan is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Clil A Lesson Plan. This chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Clil A Lesson Plan.

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### **Clil A Lesson Plan Introduction**

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