



Creative Learners Investigate to Learn

Let's CLIL !

Or
Why CLIL?



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Обновленные ФГОС

Новый образовательный стандарт предлагает несколько принципиально новых установок

- ▶ Фокус на практическое применение знаний
- ▶ Повышенное внимание к воспитательной деятельности
- ▶ Вариативность
- ▶ Реализация проектной деятельности
- ▶ Конкретные образовательные результаты

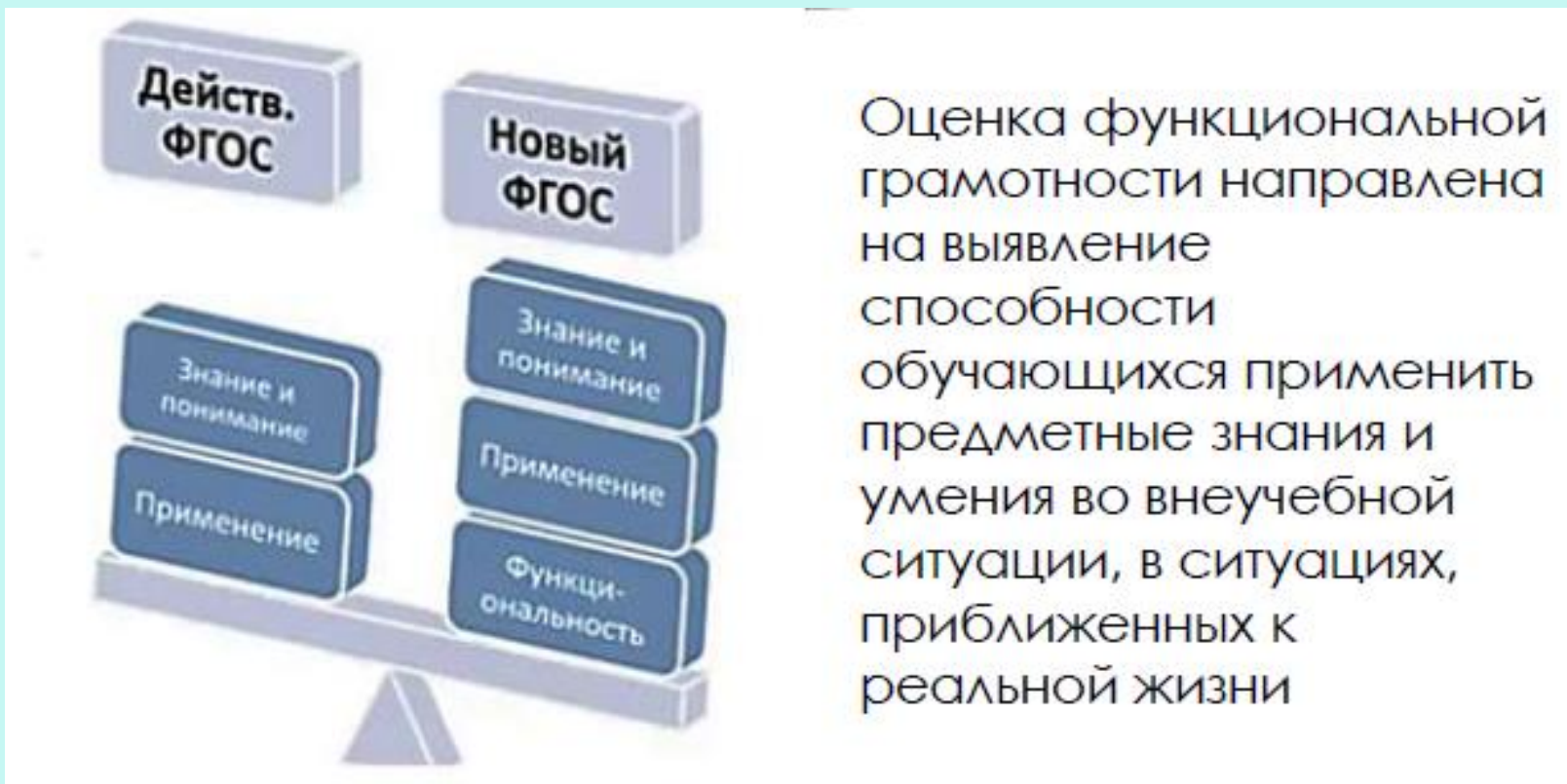


Требования к результатам

Оценка способности обучающихся к решению учебно-познавательных и учебно-практических задач, основанных на учебном материале



Требования к результатам



Отличие обновлённых ФГОС Иностранный язык

- ▶ В действующем ФГОС 4 формулировки требований к результатам, а в обновлённом – 12.
- ▶ Вводятся требования по количественным нормативам результатов реализации ОП (употребление в речи не менее ...).
- ▶ Указаны несколько метапредметных навыков.
- ▶ Корреляция формулировок:
 - Приобретение опыта практической деятельности в повседневной жизни, умение участвовать в учебно-исследовательской, проектной деятельности предметного и межпредметного характера.
 - Использование иноязычных словарей, справочников, в том числе и информационно-справочных систем в электронной форме.



Закреплён список тем на всех ступенях обучения.

Особое внимание на

- ▶ расширение кругозора
- ▶ социокультурные аспекты
- ▶ метапредметность
- ▶ актуальность (учёт современных реалий)
- ▶ функциональность



ФГОС вводят новое понятие - учебная ситуация. Создание учебной ситуации.

Учебной ситуацией может стать задание составить:

- ▶ таблицу, график или диаграмму по содержанию прочитанного текста;
- ▶ алгоритм по определенному правилу или выполнение задания: объяснить содержание прочитанного текста;
- ▶ практическая работа и т.д.



Учебный материал

Формирование личности,
умеющей мыслить,
анализировать, развиваться

Across the curriculum 7

Energy resources

1 Match the words with the resources.

- 1 renewable
- 2 non-renewable
- 3 coal
- 4 metals
- 5 hydrogen
- 6 wind
- 7 solar

- 8) suitable for being replaced
- 9) a resource we get from trees
- 10) structures to produce power from flowing water
- 11) a fossil fuel formed from remains of plants and animals
- 12) the light that the sun produces
- 13) able to be replaced
- 14) ancient remains of animals and plants, preserved in rock
- 15) present remains of animals and plants, preserved in rock

2 Read the text and answer the questions.

Non-renewable energy resources — fossil fuels

Non-renewable energy comes from resources that are under the ground. It cannot be replaced — once it is used, it is gone. The form of energy comes from fossil fuels, the coal, oil and natural gas.

Coal takes millions of years to form. It is made from the remains of plants that lived hundreds of millions of years ago. Oil and natural gas are made from the remains of sea creatures. Over time the remains become buried under mud and sediments. The pressure, heat and oxygen, over millions of years, turn the fossil fuels of today.

The energy in fossil fuels comes from the sun. Plants and animals use energy from the sun to produce energy. Buried fossil fuels releases the energy stored in the fossilized remains of plants and animals.

1 What are the fossil fuels?
2 Can you name three examples of fossil fuels?
3 How long does it take for fossil fuels to form?

Renewable energy

Renewable energy resources can be replaced — the resource is always available. There are many different types of renewable energy.

Wind power

Wind turbines convert wind energy into electricity by spinning a generator. Wind power is only possible if there is wind.

Solar power

The sun gives out an enormous amount of energy. Solar panels capture the energy and convert it into electricity for use in homes and other buildings.

Water power

Moving water can be used to generate electricity. By allowing it to flow through a turbine, most of the electricity in background is created. Large reservoirs created by dams are natural large reservoirs created by dams.

Biomass

Biomass fuels, like wood, come from living things. The trees, the soil and other things for fuel, are planted every year so we will always have wood to burn for fuel.

Project

Do a project about saving energy.

Plan

Look at all the ways you use energy in your home at school and think about how you could save energy.

Research

Find some information about how we can save energy. Look in the library or search on the Internet.

Prepare

Make notes about all the ways you use energy and prepare how you are going to try and save energy in the future. Add some photos, illustrations and diagrams.

Present your material

Put your project on a poster and show it to your classmates and teacher.



Математическая грамотность

Подготовка к ЕГЭ (неплотные тексты)

Geography 9

Climate graphs

4. Look at the climate graphs. Say if the statements are true or false.

1. It rains a lot in Helsinki in February.
2. It is never above 40°C in Tokyo.
3. The temperature changed every month in Johannesburg.
4. It is always between 10°C and 20°C in Johannesburg.
5. March is the warmest month in Tokyo.
6. In Johannesburg it rains a lot every month.
7. In Moscow, the winters are cold but the summers are hot.
8. The most snow in Johannesburg is May.

Project

You are going to make two climate graphs, one for your home city and one for a city in another climate zone.

Plan

1. Make two copies of the climate graph below.
2. Write the name of your city on one graph. Write the name of another city on the second graph.

Research

Find the information about rainfall and temperature in the two cities from newspapers, on the radio or TV or on the internet. For example: www.weather.gov.uk/index.html or www.123456.com/forecast

Prepare

Complete the graphs for each month.

1. Record the rainfall by marking with a point in the appropriate column.
2. Write in the starting temperature.

Don't forget to draw a line between all the rainfall points.

Present your material

Write a short text about the rainfall and temperature in the two cities and show it to your classmates and teacher.

Across the curriculum 9

Data

We can collect data by observation, by experiment or by generalisation. Check and have the data we can show in different ways.

1. Complete the diagram descriptions with these words: **temperature, the graph, the chart, bar**

A. ... to show the size of 30 students in class 100A.

B. ... to show number of students from classes 100A and 100B who took school lessons between October and June.

A. ... to show height of students in class 100A.

A. ... to show height of students in class 100B.

2. Look at the diagrams in exercise 1. Say if the statements are true or false.
 1. The bar chart shows the number of students in class 100A is increasing.
 2. Most students in class 100A enjoy tennis more than basketball.
 3. No one in class 100B is less than 140 cm tall.
 4. More students are between 130-150 cm tall.
 5. Fewer students had school dinner in October than in June.
 6. The number of students having school dinner decreased through the year.
 7. Most students in class 100B have brown eyes.
 8. The total number of students in class 100B is 35.

Across the curriculum 3

The budget

Match government spending with an area of the budget.

1. Teacher salaries
2. Tax-free interest
3. Free bus transport
4. Employment benefits
5. Child care assistance
6. Health care
7. Hospital care
8. Education
9. Welfare
10. Debt interest

The job done with the higher interest rate brought a European country, in which areas does the government spend the most? And the least?

Calculating percentages

The pie chart in exercise 1 uses numbers, rather than percentages. When using percentages, sometimes you are asked to find the size of a number. For example: I have to compare different values. As the total was 100 million of the budget it came to 100 million. What percentage of the budget is debt? Obviously, the most formal words have a number of million spent, when a 1000 value (1000). To calculate the percentage:

million = 1000 1000 = 100%

Area	Value	%
Health	25	25%
Education	15	15%
Welfare	15	15%
Debt interest	15	15%
Employment benefits	15	15%
Tax-free interest	10	10%
Total	100	100%

2. Look at the pie chart in exercise 1. Calculate the percentage of money spent on different areas, study and complete the table on the right.

Area	Value	%
Health	25	25%
Education	15	15%
Welfare	15	15%
Debt interest	15	15%
Employment benefits	15	15%
Tax-free interest	10	10%
Total	100	100%

Maths 3

Recession

4. Read the text and answer the questions. What happened in each country?

The Wall Street Crash

In November of 1929 a year of industrial recession started in a country. The greatest recession in modern history was the Great Depression.

In the 1930s, the USA was the richest and most successful country in the world. Many people used the stock market to buy shares and speculate for the stock market. By 1929, a third of the nation's money was invested in one 5% of the companies, while 1% of the population had an income of less than \$1000 a year.

However, in October 1929 the price of shares, which were considered 'high', decreased rapidly.

The consequences of the crash were felt all over the world. In the USA many rich people lost a lot of money, some companies went bankrupt and people lost their jobs. Between 1929 and 1933, over 30 million companies went out of business. As a result there were over 15 million people unemployed during the Great Depression. The American economy didn't recover until the beginning of World War II.

Project

You are going to find out about the budget in your country and draw a pie chart.

Plan

The budget in my country

Area	Value	%
Health		
Education		
Welfare		
Debt interest		
Employment benefits		
Tax-free interest		
Total		

Research

Find the information about the different areas your country's government spends money on. Look in the library or on the internet.

Prepare

Compare the data with your findings.

Present your material

Show your completed project to your classmates and teacher.



Метапредметные образовательные результаты

► ФГОС

... **освоение обучающимися межпредметных понятий** (используются в нескольких предметных областях и позволяют связывать знания из различных учебных предметов, учебных курсов (в том числе внеурочной деятельности), учебных модулей в целостную научную картину мира) и универсальные учебные действия (познавательные, коммуникативные, регулятивные);

... **овладение навыками работы с информацией текстов в различных форматах**, в том числе цифровых, с учетом назначения информации и ее целевой аудитории;



Проектная деятельность

- ▶ Комплексное использование учебного материала
- ▶ Пересечение пользы, мотивации, актуальности
- ▶ Способ достижения метапредметных образовательных результатов
- ▶ Способ развития функциональной грамотности
- ▶ Способ формирования 4-х ключевых навыков



Вопросы, которые стоят перед учителем, реализующим ФГОС:

- Как спроектировать урок, отвечающий требованиям ФГОС (урок, который формировал бы не только предметные, но и метапредметные и личностные результаты)?
- Какие из предложенных в учебнике заданий целесообразно отобрать для урока?
- Какой дополнительный материал использовать?
- Какие методы и приёмы работы будут эффективными?
- Какие формы организации деятельности учащихся стоит применять?
- *С чего начать?*
- *Когда начать?*



С чего начать?

Let's CLIL !

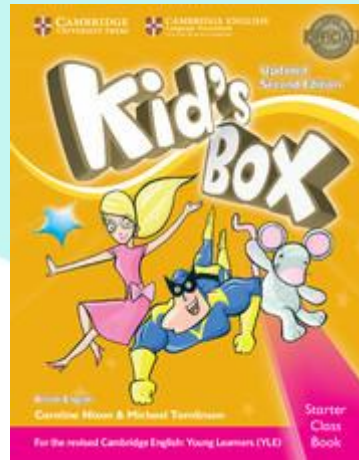
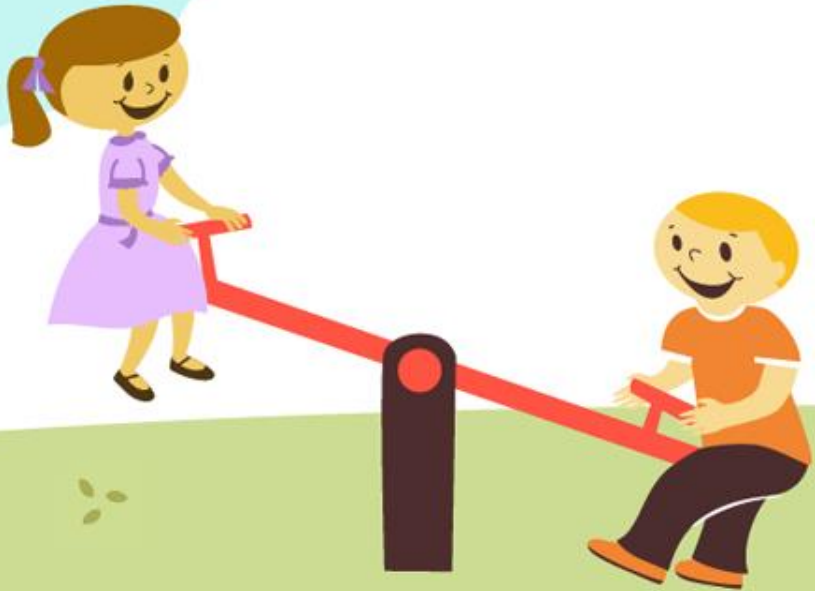
В основе технологии лежит принцип «4C»:

- **Content** (содержание) = предметные результаты (+ междисциплинарные связи)
- **Cognition** (познание) = метапредметные, регулятивные, познавательные
- **Communication** (общение) = коммуникативные результаты
- **Culture** = культурологические знания



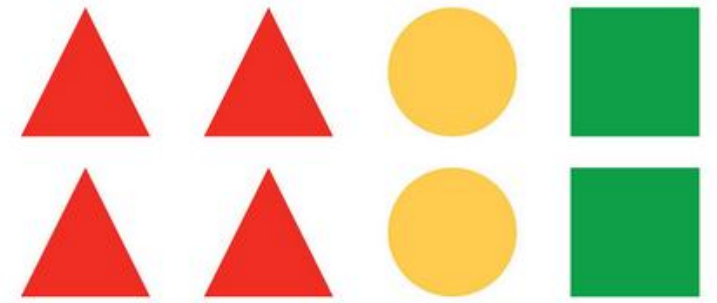
Когда начать?

1й класс,
вводный коммуникативный курс
английского языка,
14-15 уроки

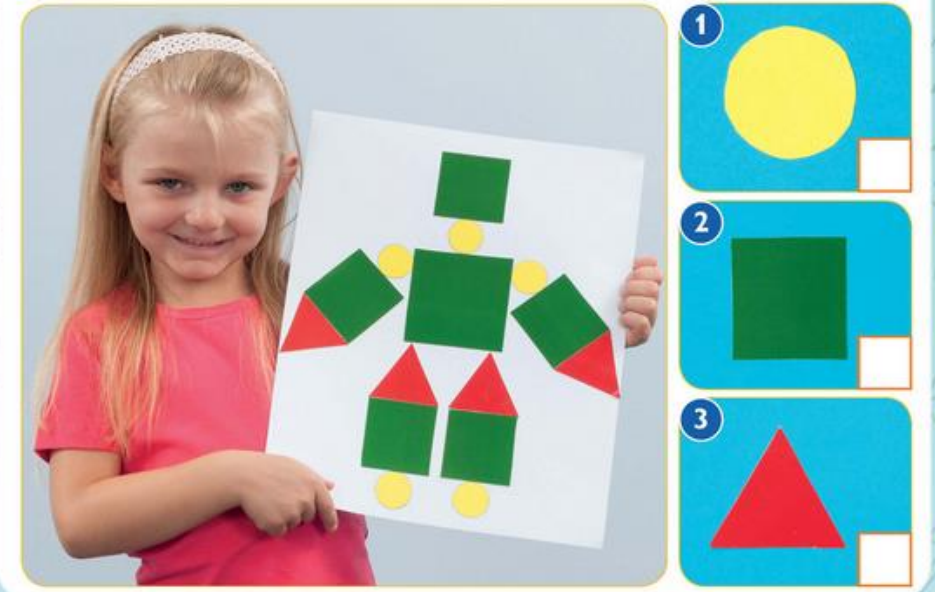


Marie's maths Shapes

1 Listen and point. Say the chant.



2 Look and count. Make and say.



OBJECTIVES: By the end of the lesson, pupils will be able to name basic shapes and will have made a picture of a robot out of shapes.

● **TARGET LANGUAGE**

Key language: *triangle, circle, square*

Additional language: *maths, shape, robot, count, make, how many ...?*

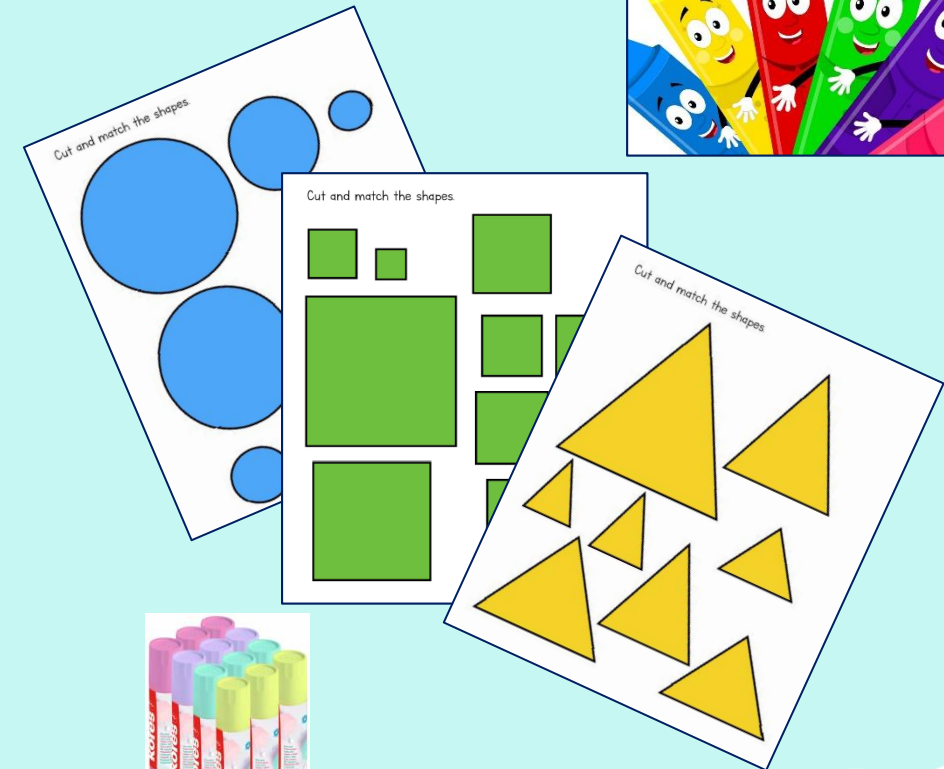
Revision: *What's this? It's a ..., numbers 1–6*

● **MATERIALS REQUIRED**

Shape flashcards (23–25)

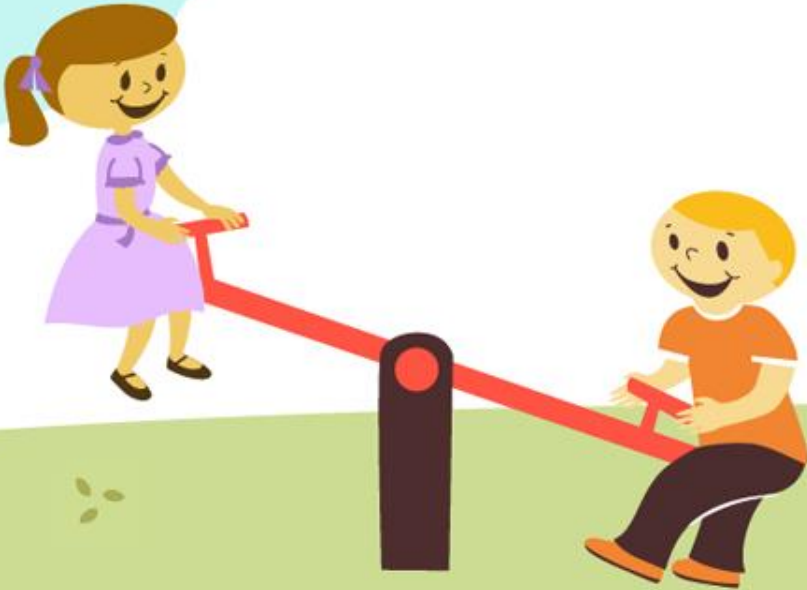
Photocopiable 2 (see page T67), copied onto thin card or paper (one copy for each pupil), crayons, A4 paper (one piece for each pupil), glue, scissors (if time is short, use coloured card or paper and cut out the shapes before the lesson)

Optional: *Kid's Box Starter Interactive DVD: 'Playground shapes' documentary*



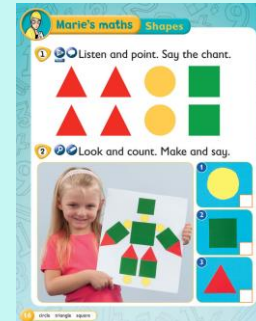
Warmer

- Say the opening routine.
- Play the *Please* action game again. Pupils do the action only when you say *please*. Say, e.g. *Stand up, please* (pupils stand up), *Open your books, please* (pupils open their books), *Close your books* (pupils don't close their books). Pupils miss a turn when they make a mistake.
- Sing the “Numbers” song with the pupils. They hold up the correct number of fingers for each verse.

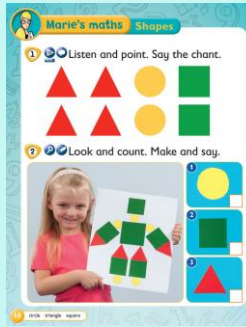


Presentation

- Teach the new words for shapes using the flashcards or by drawing a triangle, a circle and a square on the board. Make sure pupils say each word several times. Ask them to say each word loudly, softly, whispering, and so on.
- Show the shape flashcards in turn. Ask *What's this?* Elicit, e.g. (A) *circle*. Then shuffle the cards and show them in a different order. Elicit the shapes as before.
- Say *Point to a triangle*. Point to an object in the classroom that is shaped like a triangle. Pupils copy. Repeat for the other two shapes.



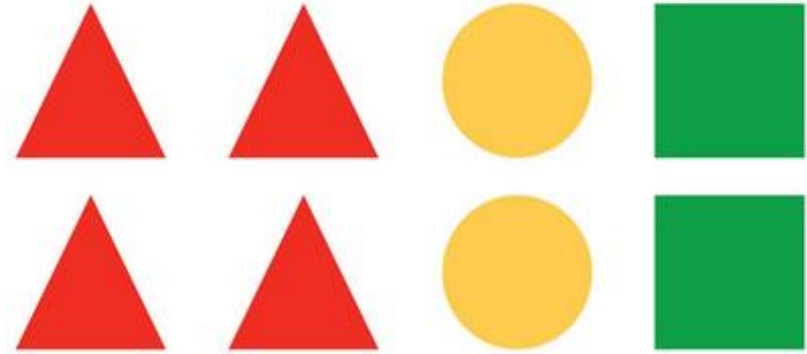
Presentation and practice



CBI6. ACTIVITY 1. *Listen and point. Say the chant.*

- Say *Open your books at page 16, please.* Help pupils find the right page. Point to the picture of Marie and elicit her name. Point to the shapes in Activity 1 and say *It's maths.* Check understanding of *maths*.
- Say *Listen and point.* Play the CD. Hold up your book and point to each shape. Go back to the beginning of the shapes when the chant is repeated. Pupils listen and point to the pictures in the same way. Check that they are pointing to the correct shapes.
- Say *Let's say the chant. Listen and repeat.* Play the CD. Stop after each line. Pupils repeat in chorus. Then play the whole chant for pupils to join in.

1 **20** Listen and point. Say the chant.



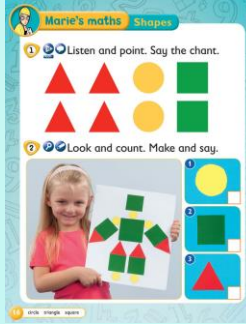
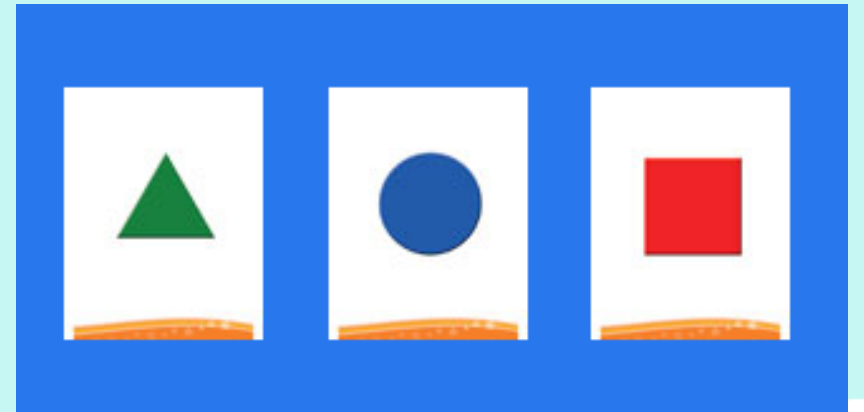
CD 1, 20

Triangle, triangle, circle, square.
Triangle, triangle, circle, square.
Triangle, triangle, circle, square.
Triangle, triangle, circle, square.



Practice

- Hide the shape flashcards around the classroom. Put them in places where they are partially visible. Say, e.g. *Find the triangle*. Pupils find and point to the correct shape. Don't ask them to say where the shapes are.





Optional activity



Optional activity

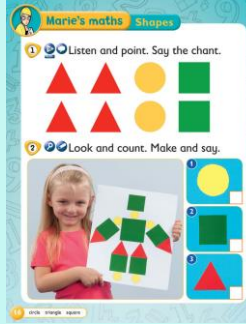


Optional activity



Extra practice (if time)

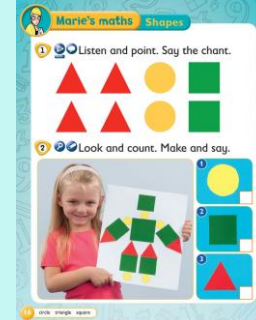
- Draw a mouse on the board made up of squares, circles and triangles. Draw the picture gradually (e.g. a square for the body first, a circle for the head, two smaller circles for ears, a triangle for a nose, etc.). After each shape you draw, elicit the shape. Ask pupils to guess the animal. If they don't guess, continue drawing. When you have finished the picture, ask *How many squares?* Repeat for the other shapes.





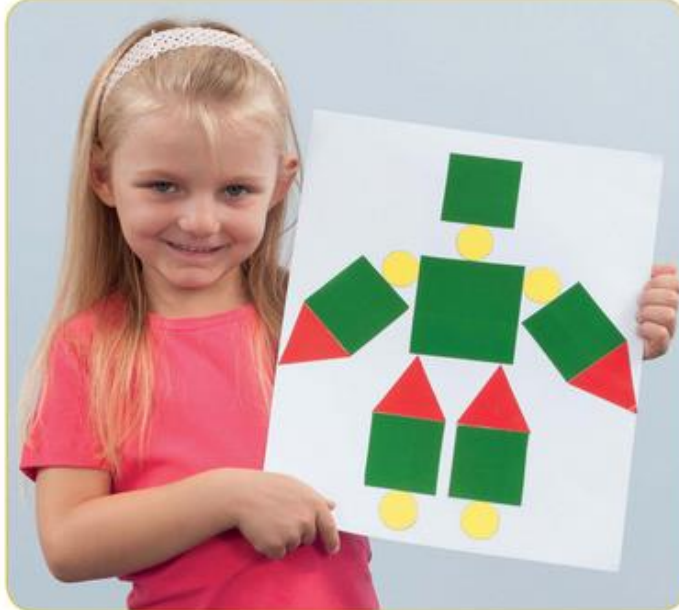
Practice

CBI6. ACTIVITY 2. *Look and count. Make and say.*




- Teach *How many ...?* Hold up five pencils. Say *Two pencils?* Pupils say *No*. Say *Three pencils?* (*No*). Then say *Four pencils?* (*No*). Look confused and ask *How many pencils?* Pupils respond *Five*. Say *How many?* again. Pupils chorus the question. Repeat with different numbers (1 to 6) of other classroom objects.
- Focus pupils on the the girl and the picture of the robot. Say *It's a robot*. Hold up your book and point to the shapes that form the robot. Say *Point to a circle*. *Point to a square*. *Point to a triangle*. Pupils point to the shapes in their books.
- Say *Let's count the circles*. *How many?* Point to the circles in the picture of the robot and count aloud with the pupils. Say *Five circles*. Demonstrate writing the number 5 in the small box next to the circle on the right-hand side of the page.
- Pupils work in pairs. They count the triangles and the squares. They write the numbers in pencil next to the shapes on the right. Elicit answers by pointing at the shape and asking *What's this?* (A triangle) *How many (triangles)?*



2   **Look and count. Make and say.**



The girl is holding a white paper with a robot made of shapes. The robot has a green square head, a yellow circle body, two green trapezoid arms, two red triangle legs, and two green square feet. There are also yellow circles for eyes and small yellow circles for buttons.

- 1** 
- 2** 
- 3** 



Project



Tell pupils they are going to make their own robot. Hand out worksheets. Pupils cut out the shapes. If time in class is limited, you can cut out the shapes before the lesson.

Pupils arrange the shapes to make their own robot. They stick the shapes on a piece of A4 paper. Monitor and help as necessary.

Point to the shapes in the pupils' pictures and ask *What's this?* *How many squares?*, etc.





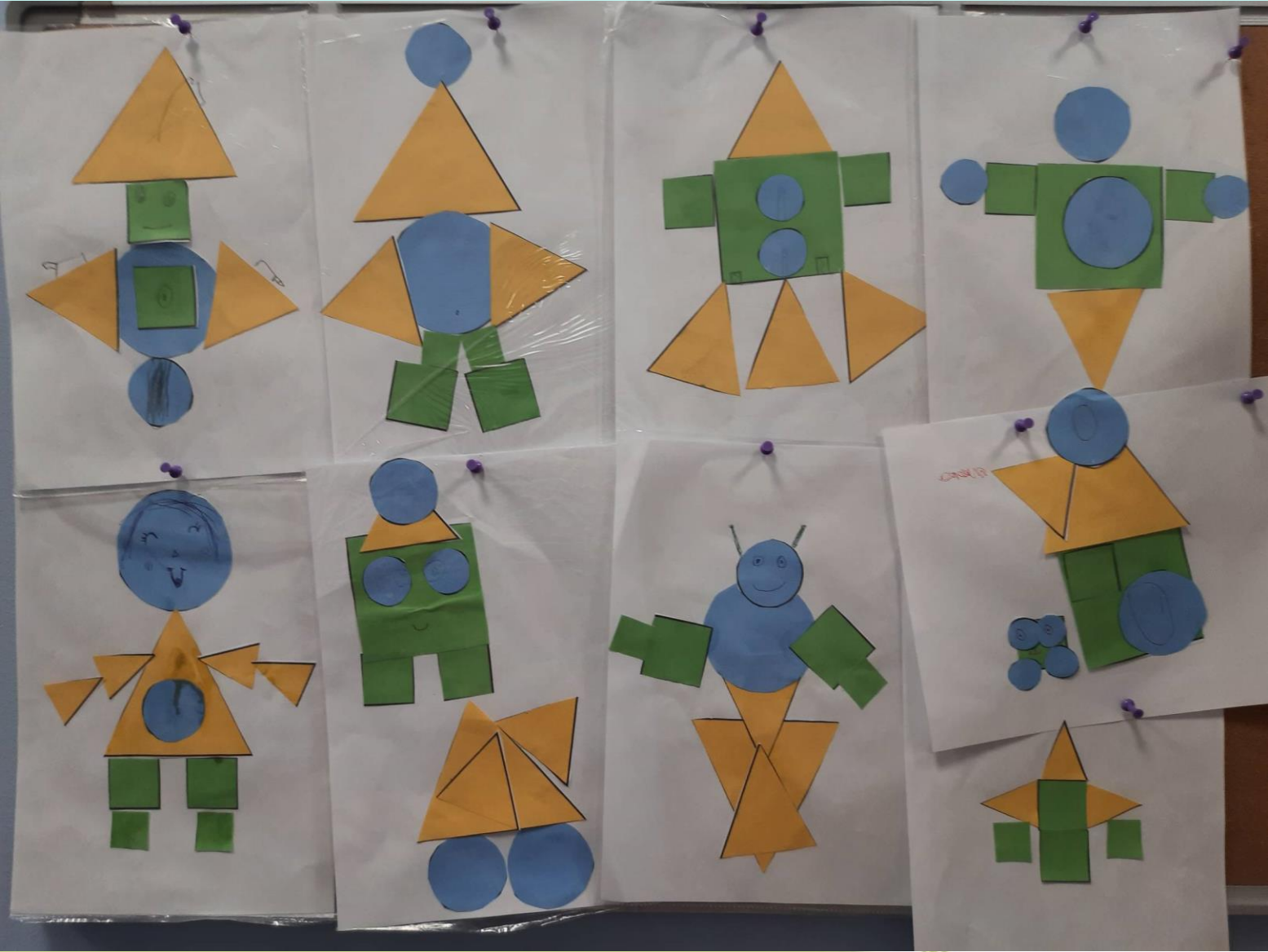
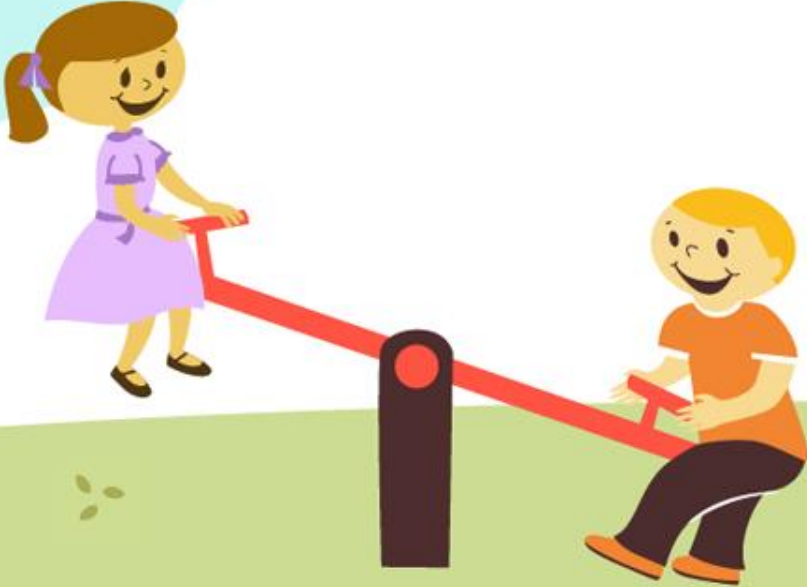
Ending the lesson

Help pupils to tell about their robots.

*This is my robot.
You can see ...(six)
squares, ...(four)
triangles, ...(five) circles.*



Ending the lesson



Let's CLIL TOGETHER!

Старший методист

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