

CLIL

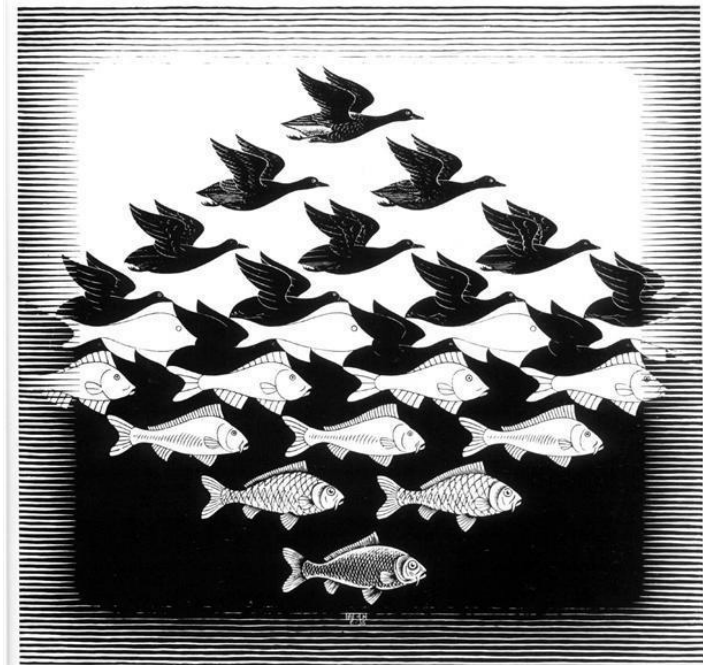


INÉ NÁZVY:

- ◉ CLIL content language integrated learning
- ◉ CBLT content-based language teaching
- ◉ CBI content-based instruction
- ◉ ELL English language learners
- ◉ LAC Language across the Curriculum
- ◉ EMI English as a Medium of Instruction
- ◉ AICLE Aprendizaje Integrado de Contenidos y Lenguas Extranjeras
- ◉ EMILE Enseignement De Matieres Par Integration D'une Langue Etrangere
- ◉ SIOP Sheltered Instruction Observation Protocol
- ◉ EAL English as an Additional language

WHAT HAVE WE LEARNT

- CLIL definition
- 4 C's of CLIL (Content, Communication, Cognition, Culture)
- Hard CLIL - Soft CLIL
- 3 A's OF CLIL (Analyze, Add, Apply)
- **BICS** (Basic Interpersonal Communication Skills-social langu.)
& **CALP** (Cognitive Academic Language Proficiency-academic lan.)
- Effective questioning
- Triad and pair communication
- 4 literacy skills
- Teaching & Learning strategies
- Scaffolding
- Assessment
- Differentiation



MICHAEL COLLINS

- Playing Barrier game with the pictures.
- Guessing activity relating to what the picture could be about.
- Watching the trailers of Michael Collins film directed by Neil Jordan, 1996
- Filling the gaps in the given paragraph about Michael Collins' role in Irish independence.
- Filling the mind map.
- True/false activity to assess themselves with Kahoot game.



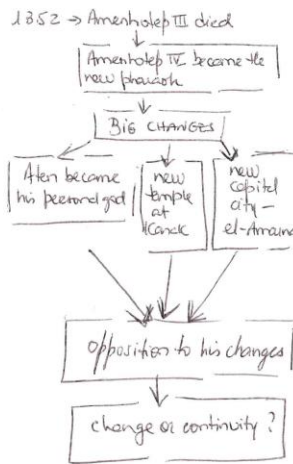
2.13 AKHENATEN'S RELIGIOUS CHANGES

In 1352 bc, the pharaoh Amenhotep III died. His son became the new pharaoh, Amenhotep IV. Like his father, Amenhotep IV disliked the power of the priests of Amun. The centre of the power of the priests was the great Temple of Amun at Karnak, just outside Thebes. Amenhotep IV chose the sun god, Aten, as his personal god. Many of the previous pharaohs had chosen Amun. As soon as he became pharaoh, Amenhotep IV started to challenge the power of the priests of Amun. He built a new temple at Karnak dedicated to Aten. Within five years he had made some huge changes. He changed his name to Akhenaten ('beloved of Aten') to show how important Aten was to him. He built a new capital city, el-Amarna, to rule from instead of Thebes. The new city had a new great temple - to Aten.

Akhenaten made Aten the most important Egyptian god. He did not force everyone to worship Aten, but he made Aten so much more important than other temples, such as the temple of Amun at Karnak, lost much of their power, importance and wealth. Akhenaten was trying to change a country that, for hundreds of years, had worked in a very similar way. Change usually happened very slowly in Egypt. Akhenaten's changes were very significant - a new capital city, a new most important god, and because of this a new set of most important priests. Many people were shocked by Akhenaten's changes

- especially the priests of Amun. They led opposition to his changes. Historians call the opposite of change 'continuity'.

So which won in the end - change or continuity?



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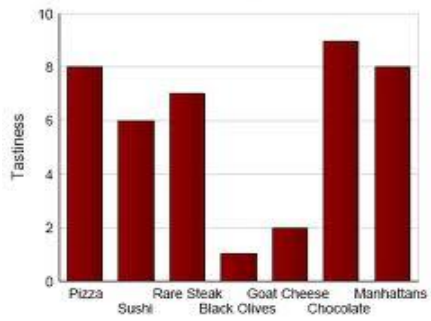
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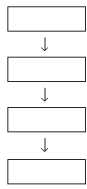
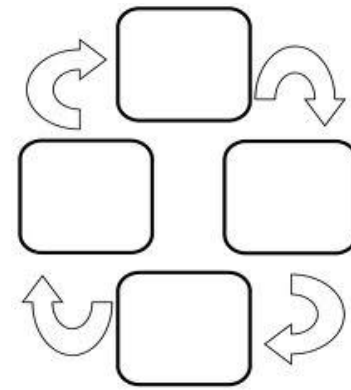
GLASSUR 7
pharaoh
priest
temple
to rule
to worship



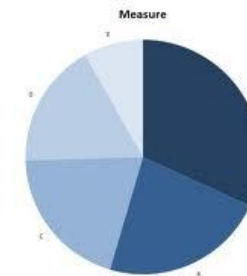
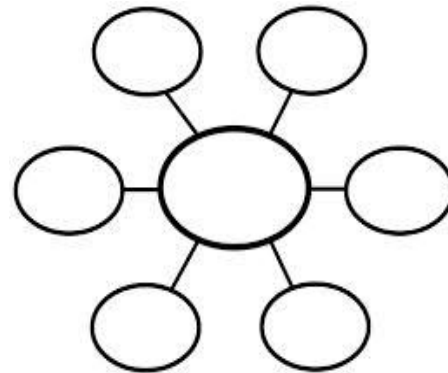
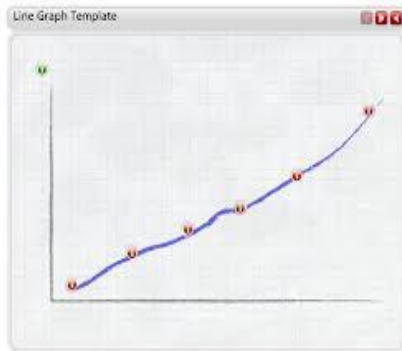
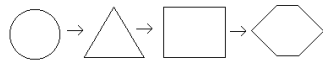
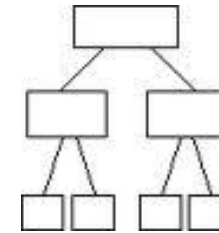
Wolf's Favorite Foods



	Does have legs	Does not have legs
Is a pet		
Is a wild animal		



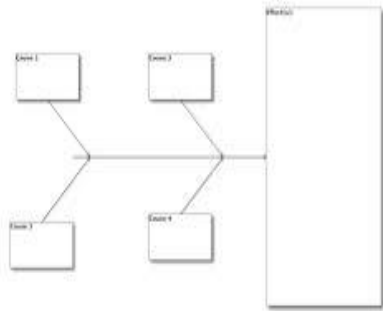
Entry	Title	Release	Priority	Prog



Name _____

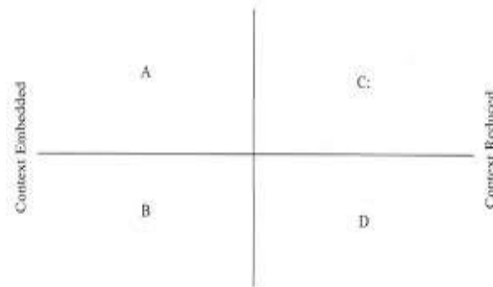
Date _____

Graphic Organizer: Cause and Effect Herringbone



https://www.ck12.org/illustrations/cause-and-effect-herringbone-organizer/

Cognitively Undemanding Language Tasks and Activities

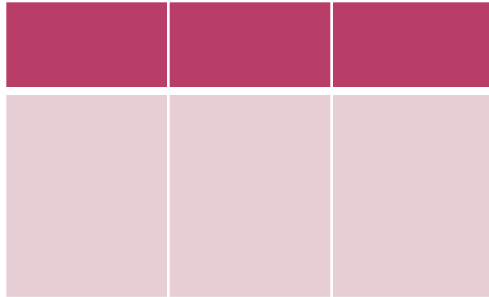


Cognitively Demanding Language Tasks and Activities

Storyboard

Name _____ Date _____ Period _____

A storyboard template consisting of a 2x3 grid of rectangular panels. Each panel has a small tab in the top right corner. Below each panel are several horizontal lines for writing.

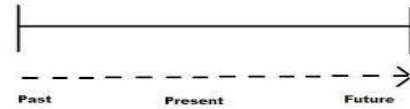


T-Chart Graphic Organizer

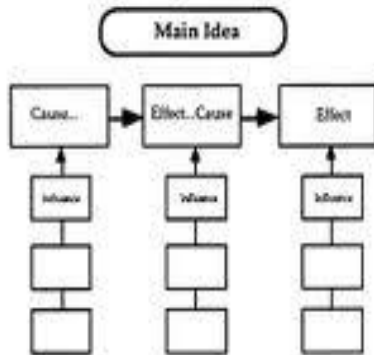
Key Ideas

How would you explain these key ideas back to your teacher?

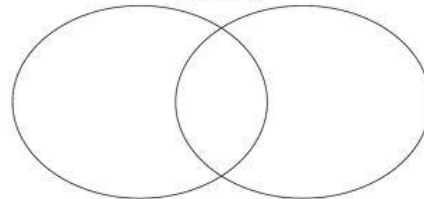
A T-chart graphic organizer with a vertical line and a horizontal line at the top. The top horizontal line is divided into two sections: "Key Ideas" and "How would you explain these key ideas back to your teacher?".



Sequential Episodic Map



Venn Diagram



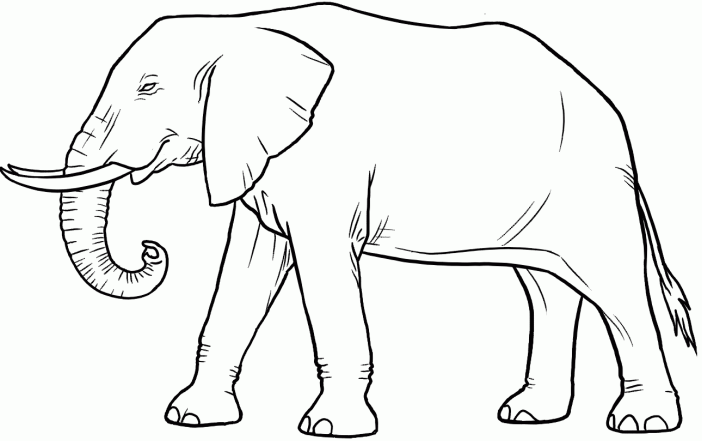
Name : _____

What I Know	What I Want to Know	What I Learned

Choose the description which best matches each group

Group 1	Group 2	Group 3	Group 4	Group 5
riverbed oxbow lake v-shaped	water river valley	over slowly many	volcanic activity plunge downwards cuts through	identify data define
e	c	a	d	b

- a. Vocab used often in general English
- b. Academic vocab used in many subjects
- c. Content compatible vocabulary
- d. Collocations - specific combinations used content area
- e. Content specific vocabulary



DragoArt.com



Today's topic:

	Extra hot
	Hot
	Mild
	Lemon & Herb

Box 5.6c: Framing writing

Maths: report describing the results of a graph about traffic

Learners have made a graph (histogram) which illustrates how many cars of different colours they have counted on the road near their school. Their task is to comment in writing in pairs on the graph they have made.

Our names: 1 2

Title (write an interesting title here)

On (date), we observed

..... Our graph shows the results of our observations, as follows. Our task was (write here what you had to do)

.....

Here are our results. Firstly, we counted a total number of cars. We noticed that (write something about percentages here)

.....

The results show the relative popularity of the colours. The most popular car colour is

..... We think this is because

..... The least popular car colour is

..... We think this is because

Other popular car colours are

.....

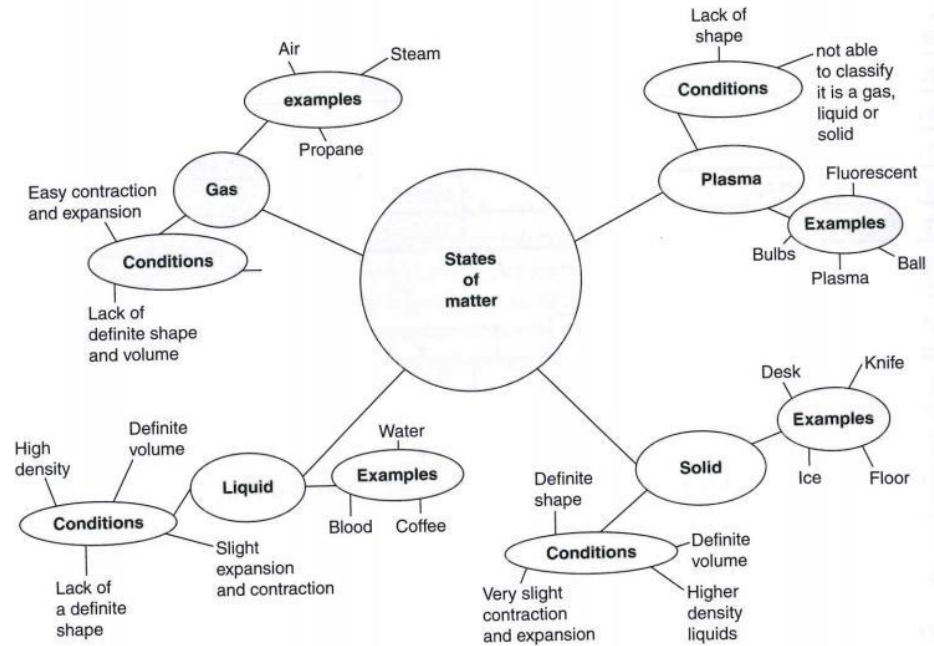
The most interesting thing that we noticed about the colour of the cars was

..... because

.....

What we found difficult about the activity was

Spider map



Box 4.12: Speaking frames

An example for a PE lesson on long jump

Your	run up	is	too slow
	take off		unsteady
	position in the air		too early
	landing		too late
			with the wrong foot
			too high
			not high enough
			on one foot
			good
			excellent
			fine
			perfect



AKTIVITY

- ◉ Vymysliet' titulky k (you tube) videu
- ◉ Hry s kartičkami: hádať slová
 - odd 1 out
 - vytvárať vety z kartičiek
 - náhodne vyberať kartičky a tvoriť z nich vety
 - vpísať slová do slona
- ◉ Priradovať vety v neznámom jazyku k obrázkom
- ◉ Tvorit' vlastné príbehy k obrazom
- ◉ Výber z rôznych aktivít za rôzny počet bodov, záväzný je cieľ, nie spôsob
- ◉ Hra „Logic“
- ◉ Žiaci si pripravia krátku scénu, polovicu bodov (za konkrétne veci) dávajú spolužiaci, polovicu učiteľ
- ◉ Diferencované aktivity
- ◉ Chilli pepper challenge

USEFUL WEBSITES

Vyhledávače:

- DuckDuckgo
- Kiddle
- Creative commons

Stránky:

- Photos for Class
- Pixabay
- Speedtest.net
- The phrase finder
- Dictionary.com
- OneLook Dictionary Search
- Visuwords
- Graphic Organizers
- Edhelper.com
- Teacherspayteacher.com
- Showbie.com
- Padlet.com
- Socrative.com, B.socrative.com
- Blogging.org
- Getkahoot.com
- Create.kahoot.it, Play.kahoot.it
- Do2learn.com
- Readwritethink.org
- Diigo.com
- Rubrics
- Weebly.com
- Livebinders.com
- Ed.ted.com
- Slideshare.net
- Quizlet
- Collaborativelearning.org
- Readtheory.org

GOOGLE

◉ Get More Out of Google

- ◉ G. docs
- ◉ Cez gmail ⇒ písať ako vo worde, diktovať, vypočít si to...
- ◉ G. chrome ⇒ settings ⇒ extensions
- ◉ G. drive ⇒ obr. preskenuje do dokumentu
 - ↓
 - right click ⇒ ...
- ◉ G. forms ⇒ my survey
- ◉ G. tracks
- ◉ G. arts and culture