




# Предметно-языковое интегрированное обучение в подготовке к ГИА

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- \* Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject.


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- \* Knowledge of the language becomes the means of learning content
  - \* Language is integrated into the broad curriculum
  - \* Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate
  - \* CLIL is based on language acquisition rather than enforced learning
  - \* Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning
  - \* CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual programme.

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- \* English – IT
  - \* English – Social Studies
  - \* English- History
  - \* English – Literature
  - \* English – Geography
  - \* English - Pedagogics

# Listening activities

- \* Listen and label a diagram/picture/map/graph/chart
- \* Listen and fill in a table
- \* Listen and make notes on specific information (dates, figures, times)
- \* Listen and reorder information
- \* **Listen and identify location/speakers/places**
- \* Listen and label the stages of a process/instructions/sequences of a text
- \* Listen and fill in the gaps in a text


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- \* A formula for Listening activity (with handout):
    - \* Pre-teach difficult or unknown vocabulary words
    - \* Listen first time for gist – without handout
    - \* Listen second time for specific details – with questions on handout
    - \* This step can be skipped if over 50% of questions have been answered: Listen a third time for confirmation and to get missed details.
    - \* After the second or third listening, individual students can share and compare with those around them before coming back together as a class to confirm anything else that they are unsure about or that they were unable to discern with their partner or partners.

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- \* 1. Teaching abroad doesn't seem nice to some people.
  - \* 2. My relative is a role model for me in terms of working abroad.
  - \* 3. Some countries offer good career opportunities for beginning teachers.
  - \* 4. Relatives are happy when you decide not to teach abroad.
  - \* 5. I'm going to spend my gap year teaching English abroad.
  - \* 6. Teaching as a way to change your life.
  - \* 7. Don't hesitate to write to the employer if you need the job.

# Speaking activities

- \* Typical speaking activities include:
- \* Question loops - questions and answers, terms and definitions, halves of sentences
- \* Information gap activities with a question sheet to support
- \* Trivia search - 'things you know' and 'things you want to know'
- \* Word guessing games
- \* Class surveys using questionnaires
- \* 20 Questions - provide language support frame for questions



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- \* Science Across the Curriculum - [www.scienceacross.org](http://www.scienceacross.org)
  - \* EuroCLIC - [www.euroclic.org](http://www.euroclic.org)
  - \* The National Centre for Languages (CILT) - [www.cilt.org.uk](http://www.cilt.org.uk)
  - \* Content and Language Integrated Project (CLIP) - [www.cilt.org.uk/clip/](http://www.cilt.org.uk/clip/)
  - \* Teacher academy [www.teacheracademy.eu/blog/clil/](http://www.teacheracademy.eu/blog/clil/)